



Olympics: Everyone's A Winner?



Rio Olympics 2016



Contents

Contents	2
Basic Information	4
Learning Goals	5
Assessment for Learning	9
The Entry Point	12
Knowledge Harvest	13
The Big Idea	14
Explaining The Theme	14
The Big Picture	16
Geography Learning Goals	27
Geography Task 1	28
Geography Task 2	31
Geography Task 3	34
Geography Task 4	38
Geography Extension Task	41
Technology Learning Goals	43
Technology Task 1	44
Technology Task 2	47
Technology Extension Task	50
Music Learning Goals	53
Music Task 1	54
Music Task 2	57
Music Task 3	60
Music Extension Task	63
Society Learning Goals	65



Olympics: Everyone's A Winner?

Society Task	66
Society Extension Task	69
Physical Education Learning Goals	72
Physical Education Task 1	73
Physical Education Task 2	76
Physical Education Extension Task	79
International Learning Goals	80
International Task	81
International Extension Task	83
The Exit Point	85
Resources	86

Basic Information

This section details the time allocation for this unit of work, links to other subjects and Assessment for Learning opportunities.

Timings

This unit of work is intended to last about 4 weeks.

The following suggested timings are approximate guides and are dependent on each school's individual context.

	No of Hours	No of Weeks
Entry Point, Knowledge Harvest, Explain the Theme	2	$\frac{1}{4}$
Geography	8	1
Technology	4	$\frac{1}{2}$
Music	6	$\frac{3}{4}$
Society	2	$\frac{1}{4}$
Physical Education	4	$\frac{1}{2}$
International	2	$\frac{1}{4}$
Exit Point	4	$\frac{1}{2}$

Links to other IPC subjects

Links to other IPC subjects

ICT & Computing learning goals are included in the above subject learning. Links to ICT & Computing, art, technology and geography are provided at the end of tasks where appropriate.

Language Arts links

Suggestions of how to include links to Language Arts are provided where appropriate at the end of tasks.

Additional Languages Links

Resources and learning tasks for developing additional languages are included in the resources section, and linked to the geography learning in this unit.

Coverage of the **National Curriculum for England** is listed under 'Basic Information' on the next tab.

Learning Goals

Geography Learning Goals

Children will:

3.01 Know that the study of geography is concerned with places and environments in the world around them

3.02 Know about the main physical and human features and environmental issues in particular localities

3.03 Know about similarities and differences between particular localities


3.06 Know about the major geographical features of the host country

3.11 Know how people affect the environment

3.12 Be able to enquire into geographical factors and their effects on people's lives

3.13 Be able to use a variety of sources to gather geographical information


 **3.14 Be able to collect and record evidence to answer geographical questions**

 **3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them**

 **3.18 Be able to use appropriate techniques to gather information**

 **3.19 Be able to make plans and maps in a variety of scales using symbols and keys**

 **3.20 Be able to use and interpret globes and maps in a variety of scales**

 **3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways**

3.26 Understand how and why people seek to manage and sustain their environment

International Learning Goals

Children will:

3.03 Know about ways in which the lives of people in the countries they have studied affect each other

3.04 Know about similarities and differences between the lives of people in different countries



3.05 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups



3.06 Be able to identify ways in which people work together for mutual benefit

3.07 Understand that there is value both in the similarities and the differences between different countries

Music Learning Goals

Children will:

3.01 Know that the study of music is concerned with musical expression and communication

3.03 Be able to sing songs in unison and in two parts



3.04 Be able to play tuned and untuned instruments with control and rhythmical accuracy



3.05 Be able to perform as part of an ensemble

3.06 Be able to perform with an awareness of audience



3.07 Be able to compose musical pieces combining musical elements within a structure

3.08 Be able to improve their own work having regard to purpose

3.09 Be able to listen attentively with attention to detail

3.12 Understand that musicians use music to express emotions and experiences

3.13 Understand that the work of musicians is influenced by their environment

Physical Education Learning Goals

Children will:

3.01 Know that the study of physical education is concerned with healthy lifestyles and performing a range of movement activities

3.02 Know the principal rules of established sporting and athletic activities

3.04 Be able to perform with control, coordination, precision and consistency

3.07 Be able to use tactics to improve their own performance and that of a team

3.08 Be able to identify the features of a good performance

3.09 Be able to evaluate their own performance



3.10 Be able to refine and improve their performance based on their understanding of what is needed

3.11 Be able to apply the rules and conventions of a range of sports and activities

3.17 Understand the importance of safety procedures

Society Learning Goals

Children will:

3.01 Know that the study of society is concerned with learning about living as members of groups

3.05 Understand their own responsibilities in the groups to which they belong

3.06 Understand the responsibilities of others in those groups and in the wider community

3.07 Understand that the way in which people fulfil their responsibilities affects the lives of others

3.08 Understand that the behaviour of individuals has an effect on the lives of others

3.09 Be able to enquire into the nature of groups and social institutions and their effects on people's lives

Technology Learning Goals

Children will:

3.01 Know that technology affects people's lives



3.04 Be able to respond to identified needs, wants and opportunities with informed designs and products



3.06 Be able to devise and use step-by-step plans

3.07 Be able to consider the needs of users when designing and making

3.08 Be able to select the most appropriate available tools and materials for a task



3.09 Be able to work with a variety of tools and materials with some accuracy



3.10 Be able to test and evaluate their own work and improve on it

3.12 Be able to evaluate the effectiveness of simple products in everyday use

3.13 Understand the need for accurate design and working

3.14 Understand the ways in which technology can be used to meet needs, wants and opportunities

3.16 Understand that the quality of a product depends on how well it is made and how well it meets its intended purpose

ICT & Computing Opportunities

The table below shows you where you can cover the following ICT & Computing Learning Goals.

Task	Goals
Geography Extension Task	3.2, 3.7, 3.13
Geography Task 2	3.2, 3.3, 3.4, 3.5
Geography Task 3	3.2, 3.3, 3.4, 3.5
Geography Task 4	3.3, 3.4
International Extension Task	3.8
International Task 1	3.2, 3.7, 3.13
Music Extension Task	3.2, 3.14
Music Task 3	3.2, 3.14
Physical Education Extension Task	3.8
Society Task 1	3.3, 3.4, 3.5
Technology Extension Task	3.2, 3.14

Assessment for Learning

Are your children busy, or are they busy learning? This is the question that we need to be able to answer throughout each IPC unit – what improvements are being made to children's learning as a result of studying this theme?

There are **three areas of learning** to reflect on, and **three types of learning** to assess.

The Three Areas of Learning: Academic, Personal and International

The three *areas* include **academic, personal and international learning**. To reflect on these, you will need access to the IPC Learning Goals for each subject (including International) and the IPC Personal Goals – a list of these can be found in Appendix A of the [IPC Implementation File](#). You can also find a full list of IPC Learning Goals in the [Assess section](#) of the Members' Lounge.

The Three Types of Learning: Knowledge, Skills and Understanding

The three *types* of learning include **knowledge, skills and understanding**. We believe that differentiating between knowledge, skills and understanding is crucial to the development of children's learning. We also believe that knowledge, skills and understanding have their own distinct characteristics that impact on how each is planned for, learned, taught, assessed and reported on. The implications of these differences are therefore far-reaching and deserve proper consideration.

Knowledge refers to factual information. Knowledge is relatively straightforward to teach and assess (through quizzes, tests, multiple choice, etc.), even if it is not always that easy to recall. You can ask your children to research the knowledge they have to learn but you could also tell them the knowledge they need to know. Knowledge is continually changing and expanding – this is a challenge for schools that have to choose what knowledge children should know and learn in a restricted period of time.

The IPC does not provide examples of knowledge assessment (tests or exams) as the knowledge content of the curriculum can be adapted to any national curricula requirements.

Skills refer to things children are able to do. Skills have to be learned practically and need time to be practiced. The good news about skills is the more your practice, the better you get at them! Skills are also transferable and tend to be more stable than knowledge – this is true for almost all school subjects.

The IPC supports skills tracking and assessment through the [IPC Assessment for Learning Programme](#). This programme includes Teachers' Rubrics, Children's Rubrics and Learning Advice.

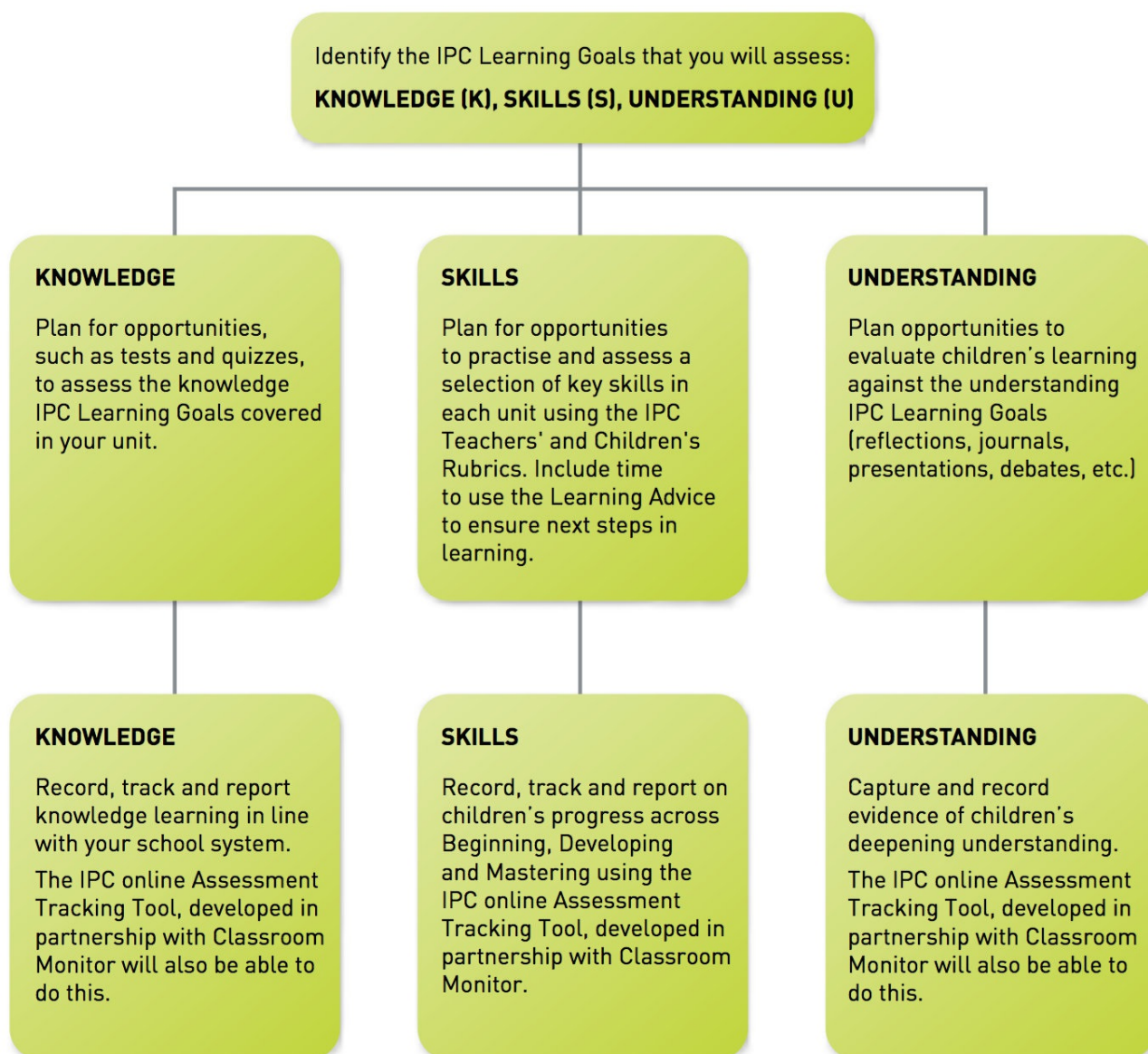
Understanding refers to the development or 'grasping' of conceptual ideas, the 'lightbulb' moment that we all strive for. Understanding is always developing.

The IPC units can't assess understanding for you, but they do allow you to provide a whole range of different experiences through which children's understandings can deepen.

(Please note: as well as the IPC Assessment for Learning Programme, we also offer an online Assessment Tracking Tool, developed in partnership with Classroom Monitor. Please email members@greatlearning.com for more information on how to sign up to this tool.)

Planning for Assessment

Once you have planned for the different IPC Learning Goals for each subject it is important to plan for assessment opportunities within each unit of work. Assessment needs to be balanced but rigorous to ensure that the children have learned what we planned for them to learn. The diagram below illustrates the processes you may want to use to ensure this happens.



Helping Children Reflect on Their Own Learning

In addition to teacher assessment, it is also vital to include children in reflecting on their learning and setting next steps for improvement. Ask the children to carry out self-assessments throughout each unit (using the Children's Rubrics to assess skills, and other methods chosen by the school for knowledge and understanding).

They could use the following headings to list/make notes on their newly acquired knowledge, skills and



Olympics: Everyone's A Winner?

understanding – ‘new things I now **know**’, ‘new things that I can **do**’ and ‘new things I am beginning to **understand**’.

Ask the children to evaluate different aspects of their learning – what did they do well, what could improve next time and how, what did they find the most/least interesting? How did they prefer to learn – as an individual/in pairs/small groups/large groups/as a whole class? What was their preferred method of researching and recording - writing/talking/making, etc.? This evaluation aspect will also support the development of the IPC Personal Goals.

Further Information

For more information on assessment, and knowledge, skills and understanding, please refer to:

- [The IPC Implementation File](#)
- [The Assessment for Learning Implementation File](#)
- [The IPC Self-Review Process](#)

Or contact the Membership Support team at members@greatlearning.com

The Entry Point

Set up a special surprise for the children by giving them the opportunity to try a sport or physical activity that they may not have experienced before. There may be activity camps or centres in your local area that you can visit, or it may be possible to arrange for an outside club or organisation to visit the school, to coach the children and provide equipment for the day.

The availability of activities will depend on your setting, but ideas might include:

- Archery
- Fencing
- Horse riding
- Trampolining
- Martial arts (karate, judo etc.)
- Water sports (sailing, rowing etc.)
- Field activities (such as javelin, discus, shot put)
- Keep fit class (aerobics, aquafit, pilates, boxercise, zumba etc.)

Always conduct risk assessments as appropriate for your chosen activity, and ensure that the guidelines of your PE and Health and Safety policies are followed. Send a letter home to parents informing them of the activity to obtain any necessary permissions. Try to keep the activity a surprise for the children – but it may not always be possible!

Before, during or after your activity, use the opportunity to talk to the children about the sports that they enjoy. Consider how sport and exercise can help improve our physical, mental and social wellbeing. Start to explore the children's existing knowledge of the Olympics and the sports they associate it with, in preparation for the knowledge harvest.

If you are unable to organize an activity day/session, then as an alternative you could set up your own fun obstacle course or series of team games for the children to take part in and enjoy.

Knowledge Harvest

Display a series of Olympic mottos around the classroom. Examples might include:

- Faster, Higher, Stronger (Official Olympic motto)
- Live your passion (Rio, 2016)
- Inspire a generation (London, 2012)
- One world, one dream (Beijing, 2008)
- Share the spirit (Sydney, 2000)

Explain that these are mottos that have been used to promote the Olympics. Prompt the children to think about the meaning behind the words. What message is it trying to communicate? Ask the children to respond to each of the mottos by writing their own words and phrases onto sticky notes (with their names on) and sticking them next to each motto.

Explore the children's ideas. Do they think they are good mottos?

Divide the class into groups. Give each group a large sheet of paper. Ask them to imagine that their local city has won a bid for the next Olympics. Children should divide their sheets into two columns and list the pros and cons of hosting an Olympic games.

Children may find that their positive column fills up very quickly and their cons list is much smaller, which is fine at this stage.

If you wish, you could prompt them to think in more detail about certain aspects. For example, a group might have identified that cost would be a negative. Encourage them to identify the things that would require spending. From this, they might arrive at more positives (better transport links, new accommodation etc.) or their discussion might lead them to consider further negatives (increased tourism might raise security issues, for example).

Have groups share their lists at the end of the session. Discuss the issues raised and take a class vote on whether hosting an Olympic games would be good for their host city. Do the positives outweigh the negatives?

You could end the session by challenging the children to come up with their own mottos for their imaginary Olympics.

The children's pros and cons list can be referred back to and added to as the children explore the theme in more detail.

The Big Idea

The Olympic Games are a global celebration of sport and achievement that aim to promote the values of friendly competition, peace and joy. But, as with every competition, not everyone can be a winner. We'll be finding out more about this as we explore the race to launch the Rio 2016 Olympic Games!

Explaining The Theme

In Geography, we'll be:

- Finding out about the main features and regions of Brazil
- Finding out about the Brazilian favelas and what is being done to improve them
- Exploring the issues surrounding the building of the Olympic park

In Additional Languages, we'll be:

- Finding out about Brazil, and showing our understanding by joining in and responding to quiz questions
- How to recognise, read, write and pronounce the names of places on a map
- How have a short conversation by asking for and giving directions to different places on a map

In Technology, we'll be:

- Designing a logo for our school Olympics
- Making our own Rio carnival costumes

In Music, we'll be:

- Learning how to exercise our voice and sing in pitch
- Learning and recording the song '*Lighting Up The Flame*'

In Society, we'll be:

- Exploring the controversy that has surrounded past Olympics

In Physical Education, we'll be:

- Learning how different types of exercise can improve our health and fitness
- Practising skills and techniques for athletic events

In International, we'll be:

- Exploring the significance of the Olympic Rings



Olympics: Everyone's A Winner?

- Creating our own Olympic Games collage

The Big Picture

Teaching the Olympics

There are three Milepost units to help your school celebrate the 2016 Olympic Games. If you wish, these units can be taught across all three Mileposts at the same time (each unit is approximately 4 weeks long), ending with a whole-school Olympics exit point, where children from different year groups can come together to share and celebrate their learning.

Each unit tackles different themes related to the Olympic Games. The individual tasks are easily adaptable so, if you wish, you could select tasks from different milepost units to create your own tailored project.

The following Big Picture section has eight key parts:

1. **The origins of the Olympic Games** – background information on the origins and history of the ancient games held in Greece.
2. **The modern Olympic Games** – discover how the French aristocrat, Pierre de Coubertin, revived the ancient Greek Olympics for a modern age.
3. **The Paralympic Games** – from a small competition between wheelchair athletes to an international sporting event, discover how the Paralympic Games rose to prominence.
4. **The Olympic Games 2016** – Brazil is playing host to the XXXI Olympic Games. As with all sporting events, the Olympic Games offers the country many exciting opportunities.
5. **Organising a school Olympics** – guidance on how to plan and organise a whole-school Olympics Games event, which could run alongside your Olympic Games project teaching.
6. **Additional Language Learning** - for the first time, the IPC are providing exclusive resources and teacher guidance to help you explore the theme of the Olympic Games through the medium of an additional language.
7. **Oddizzi free 30-day subscription offer** – the Oddizzi website has a wealth of content to support the geography tasks in these units and is offering IPC member schools a special 30-day free trial.
8. **'Lighting Up The Flame'** – find out how your school can take part in the latest Voices Around World collaborative music project, which is linked to the theme of the Olympic Games.

1. The origins of the Olympic Games

The Olympic Games originated in Ancient Greece nearly 3000 years ago. The first written record of the Games occurs in 776 B.C when a cook named Coroebus won a 200-yard footrace known as a stade (the origin of the word 'stadium'), however the Games are likely to have been running for many years before this date.

The Greek Olympic Games were held every four years in the valley of Olympia in Elis. It was a religious as well as a sport event, held in honour of the god Zeus. There were many shrines and temples at Olympia dedicated to Zeus, the greatest of which housed a magnificent ivory and gold statue – considered one of the Seven Wonders of the World.

As the city-states of Greece were often at war, a sacred truce was declared one month before the Games began. This allowed people to travel to Olympia safely and enjoy the Games. The words of the truce were inscribed on a bronze discus and displayed in the Temple of Hera, the wife of Zeus, at Olympia.

Only men, boys and unmarried girls could attend the Games. Married women were not allowed into the Games (although many may have sneaked in!). Women and girls could not participate as athletes, however they were allowed to own chariot teams and individual horses for equestrian events. Instead, women had their own festival at Olympia every four years, known as the Heraia, held in honour of Hera. Running events were held as part of this festival but only unmarried girls could take part.

Only freeborn men and boys (i.e. not slaves) could compete in the Olympic Games and would have done so naked. The Greeks believed that clothing restricted their athletic performance. Events were held over four days and were similar to our modern Olympics, featuring running, wrestling, boxing, long jump, javelin, discus and chariot racing. There was also a pentathlon that combined five disciplines (running, wrestling, long jump, javelin, and discus). The most punishing events were the pankration (all-in-wrestling) where anything was permitted except for biting and gouging, and the hoplitodromos (hoplite race) in which competitors had to run a gruelling race while wearing the armour and shields of a hoplite soldier.

The winners of each event were crowned with an olive wreath, taken from a sacred wild olive tree that grew at Olympia. They would also be showered with gifts and, like our modern athletes, enjoy widespread popularity as a result of their achievements. Some even had songs and poems written about them.

The Games continued to be held, without interruption – even during times of war – until 393 AD, when they were finally abolished by the Byzantine Emperor Theodosius, who sought to ban all practices and ceremonies that were non-Christian and therefore pagan. It would not be until the 19th Century that the traditions of the Olympic Games would be revived once again.

2. The modern Olympic Games

The campaign to revive the Olympic Games began in France with Baron Pierre de Coubertin (1863-1937). Coubertin was greatly interested in education and he believed that physical education and the development of the body was just as important as the mind. After he visited the ruins of the original Olympia site, he had the idea that a grand sporting event would be the best way to promote his beliefs of physical, mental and spiritual excellence. Coubertin presented his idea to the Union des Sports Athlétiques in Paris in November 1892. Two years later, his proposal was accepted allowing him to set up the International Olympic Committee (IOC), which would become the governing body of the modern games.

The first modern Olympic Games were held in Athens in 1896 – the location chosen to honour the spirit of the ancient Greek Games. Many of the original sporting events were carried over to the modern Olympics, including foot-races, wrestling, jumping, discus and javelin throwing, equestrian events and the pentathlon (although the modern version of the pentathlon features different events).

Nearly three hundred athletes, from twelve different countries, competed in the 43 events. Many new sports were introduced to the traditional Greek line-up, such as swimming, gymnastics, weight-lifting, cycling, fencing, shooting and tennis. The 1896 Olympics also featured the first marathon, which followed the route of the legendary Greek messenger Pheidippides, who famously ran 26 miles from the plain of Marathon to the city of Athens to announce the victory of the Greeks over the invading Persians in 490

BC.

Women were not allowed to compete in events until the Paris games in 1900, when they could take part in five sports: tennis, golf, sailing, croquet and equestrian. Female participation has increased steadily since then, with women accounting for more than 44 per cent of the participants at the London 2012 games.

The event was a resounding success and paved the way for the tradition to continue, as it had done in Greece, every four years. However, instead of holding the event in Greece each time, different countries around the world were given opportunity to play host. However, unlike the Greek games, which were held even at times of war, the modern Olympics Games were not held in 1916 or 1940 due to the two World Wars.

Pierre de Coubertin established many of the Olympic traditions that still continue to this day. These include:

- **The Olympic rings** – the five rings on a white background are recognized worldwide as the logo for the modern Olympic Games. The five rings represent the continents, whilst the colours (six of them) were chosen to ensure that every country would have at least one of the colours from their national flag included in the Olympic logo.
- **The Olympic oath** – the oath is a solemn promise made by one athlete (representing each of the participating competitors) and by one judge (representing the event officials) during the opening ceremony to respect and abide by the rules of the games, and to honour fair competition.
- **The Olympic motto** – the motto *Citius, Altius, Fortius* is Latin for 'faster, higher, stronger'. The motto was first introduced in 1924 at the Paris Olympic Games.

The torch relay that opens each of the modern games is a modern invention and did not take place, as many believe, during the ancient games. However, the way that the flame is first lit (using a mirror to focus the heat of the sun) was a method used by the Ancient Greeks to light the flames that burned throughout the duration of their own Olympic festival. The modern torch relay first took place at the Berlin games in 1936.

Pierre de Coubertin remained President of the IOC until 1925. He continued to support and promote the spirit of the games until his death in 1937. In accordance with his last wishes, his heart was buried in the marble stele at Olympia in Greece, which commemorates the revival of the Olympic Games.

3. The Paralympic Games

The Paralympic Games originated in Stoke Mandeville, England, in 1948, as a small organized sports event that coincided with the London Olympic Games of the same year. The competition was the brain child of Sir Ludwig Guttman, a neurologist who worked extensively with World War II veterans with spinal injuries, and who believed sport was a vital part of their rehabilitation. The first competition consisted of one event – an archery contest, between two teams of disabled wheelchair athletes. A cup was presented to the winners and the event was recorded as the first official sports competition between disabled athletes.

Over the next few years, Guttman's idea spread to other spinal injury units across Britain and the competition grew in popularity, including overseas. In 1952 a team from Holland took part, and in 1953 a team from Canada also joined the competition. By 1954 there were several international teams

competing, including competitors from Australia, Finland and Israel.

In 1960, the Olympics were held in Rome and, for the first time, the Stoke Mandeville games joined the official line-up, taking place one week later. On September 18, 1960, four hundred athletes, representing 21 nations, travelled to Rome to take part in the event, which was comprised of nine different sports. The success of these games marked the birth of the official Paralympic Games (so called because they run 'parallel' to the main games).

The original Stoke Mandeville games had been aimed solely at athletes with spinal injuries, but as the Paralympics developed, further athlete classes were allowed to compete, such as athletes with visual impairment, cerebral palsy, amputees and those with learning difficulties. The number of events has also expanded – from the nine originally offered at the 1960 games, to the twenty-three sports that athletes can now take part in at the 2016 Paralympic Games in Brazil.

4. The Olympic Games 2016

Brazil is the host country of the 2016 Olympic and Paralympic Games, which will be taking place from 5-21 August in the city of Rio de Janeiro. Over the seventeen days, over 10,000 athletes from 206 countries will be competing in 42 Olympic events, which include golf and rugby for the first time. The Paralympics features 23 sports, including the triathlon and canoe events for the first time, and will be contested by over 4,000 athletes from 179 countries.

The official mascots are Vinicius (representing the Olympic Games) and Tom (for the Paralympics). Both names originate from well-known musicians, who played a significant role in the development of one of Brazil's best known music genres, the Bossa nova. Both mascot characters were 'born' out of the burst of excitement that Brazil experienced when it heard that it was hosting the Olympic and Paralympic Games. Vinicius represents the wildlife of Brazil, described as having 'the agility of cats, sway of monkeys and grace of birds'. The Paralympic mascot, Tom, represents the varied plants of the Brazilian rainforest. Both characters have their own section of the official website where children can learn more about their special abilities and their exciting adventures - www.rio2016.com/mascots/#!home

The sports park for the 2016 Olympics is being built on the waterfront peninsula in the Barra da Tijuca neighbourhood of the city. At an estimated cost of over £5.1 billion, the 300 acre site will play host to nearly 10,000 visitors, providing sports venues, a media centre, and accommodation for the athletes. As with previous Olympic Parks, there is an emphasis on the legacy of what such widespread and costly development will bring to the area once the games have finished. One approach that the architects are taking is to create temporary venues that can be dismantled for reuse afterwards. However, the bigger plans for the area have courted controversy, as the site – which was formerly public land – will be handed over to private construction companies after the games to develop high-class hotels and apartments. As part of the park's development, 4,000 residents of a nearby favela community (Vila Autodromo) have faced eviction to make way for the park infrastructure. Again, this has led to some public discontent over the park and where money is being spent to help redevelop and revitalize the city.

While concerns over spending may have overshadowed the run-up to the Games, it is still a highly anticipated international event and will, undoubtedly, bring a fresh wave of tourism to the country. With the success and acclaim of the London 2012 opening and closing ceremonies, we can be sure that the 2016 Games will offer an exciting visual spectacle and will allow us, once again, to marvel at and celebrate the achievements of our greatest athletes from around the world.

5. Organising a school Olympics

Holding your own school Olympics is entirely optional, but will help to add to the interest and excitement of this theme. Also, some of the tasks in these units assume that you will be holding a sports competition of some kind as part of your Olympic celebrations. The scale of your Olympics will depend on the time, resources and equipment that you have available. What follows is some advice on how you might want to organise your own version of the Olympic Games!

Your Olympic Games can be held in place of your usual sports day, and is intended to be a whole day event. This is in addition to the tasks and activities in this unit. During this unit, children will be given the chance to learn more about the Rio Olympics and its themes, and prepare resources and presentations for a special Olympic opening ceremony.

The exit point of this unit is the opening ceremony. If you are teaching these units across all year groups, then this can be an exciting whole-school event where year groups come together to share their learning. You may wish to hold this on the morning of your sports day/Olympics – and then have the sporting events afterwards, or the opening ceremony could be held on a different day.

Even though the Olympic Games event is one day, you will want to set aside time beforehand to allow children to practise the sports and improve their performance. Guidance for this is provided in the Physical Education tasks in the Olympics units for each milepost.

If you are holding a whole-school tournament across all year groups, then split each class into the same number of teams. An even number of teams would work best, with five or six children in each team.

Choose a country to represent each team. If possible, avoid the children's host country and any countries they may be already familiar with. This provides opportunity for the children to find out more about their country through research and learning (see Geography Task 1).

An example of team organisation across the school:

Year Group 1

Class A	Class B	Class C
Spain	Spain	Spain
Japan	Japan	Japan
Australia	Australia	Australia
Jamaica	Jamaica	Jamaica

Year Group 2

Class A	Class B	Class C
Spain	Spain	Spain
Japan	Japan	Japan
Australia	Australia	Australia
Jamaica	Jamaica	Jamaica

Due to class size it may be difficult to ensure that teams are even, but this is catered for later – as teams can select members to compete in some events, so there should be ample opportunity for everyone to take part in the sports day. If you have small classes (10 children or less), then you may want to organise teams differently within year groups, so each year group across the different classes provides a certain number of competing countries. For example:

Year Group 1

Class A	Class B	Class C
Spain	Australia	China
Japan	Jamaica	Italy

Year Group 2

Class A	Class B	Class C
Spain	Australia	China
Japan	Jamaica	Italy

The sporting events you choose to include in your sports day will, again, be dependent on the equipment and resources you have available. If possible, try and have a mix of track events and field events – and if time permits, you could also include one or two team games.

Some examples might include:

- High jump
- Standing long jump
- Running long jump
- Triple jump
- Javelin (or equivalent – such as throwing a bean bag)
- 100 metres
- 200 metres
- 400 metres relay
- 100 meters hurdles
- Boccia/bowls
- Goalball
- Football
- Hockey

To ease organisation, children could compete against the other members of their class. Points can be awarded based on finishing place. These points can then added together from all the separate classes and year groups to arrive at a grand total for their country. Points could be awarded on the following basis:

- First place – 4 points
- Second place – 3 points
- Third place – 2 points
- Fourth place – 1 point

As mentioned previously, children should be given opportunity to practise the events prior to the tournament. This will allow them to gain the skills and confidence to compete, to understand the areas where they can improve, and also identify the team members who are strongest in each area.

It may be impractical to have every child compete in every sport/event, so teams could nominate members for particular events, ensuring that all members are competing in at least one event. Obviously the more team orientated games (such as football and hockey) will allow team members to play together.

Similarly, some events may need to be tailored for younger children or replaced with alternatives. For example, younger MP1 children could replace the high jump and triple jump with an egg and spoon or a skittles tournament. You may also want to reduce the distances for running events.

For team games, it may be impractical to have every team in a class play every other team (unless you limit the games to five or ten minutes), so you could simply pick teams out of a hat to decide who will play who – the number of goals scored being used as the team's overall points. These games and the field events could be held prior to your sports day – leaving the race events to occur after your opening ceremony (exit point), when parents and other members of the community can be invited to attend. This also means there is less pressure on the day to juggle lots of different locations and events.

6. Additional Language Learning

In this year's Olympics units you will find our first ever links to additional language learning, which we hope will not only inform and resource your language teaching, but also contribute further to the integrated thematic process of learning with the IPC.

For each of the Olympics-themed units, you will find linking online PowerPoint resources which will allow you to explore elements of the theme through the medium of an additional language. These language resources link to the geography learning in each of the three units - *Lighting the torch* (Milepost 1), *Going for gold* (Milepost 2) and *Everyone's a winner?* (Milepost 3).

Unlike some of the other subject tasks which encourage independent or collaborative research by the children, our suggested language tasks are teacher-led, and modelled on the Content and Language Integrated Learning (CLIL) approach to learning. The resources are equally suitable for use by specialist and non-specialist language teachers, and include detailed notes and advice (at the bottom of each PowerPoint slide) on how to implement them in the classroom.

These resources are provided in three languages – French, Spanish and English. They are designed to cover the Key Stage 2 learning outcomes for languages in the National Curriculum for England, whilst also allowing freedom for those who follow different national curricula to approach the learning in a way best suited to their school. We know that French and Spanish are popular additional languages in some settings; however IPC schools learn and celebrate many different languages from around the world, so we have also provided the resources in English so that these can be translated into any languages that children may be learning.

* The Spanish resources are written for the learning of Castilian Spanish (the variety of European Spanish spoken in northern and central Spain).

The PowerPoint resources can be downloaded from the [Resources section](#), or by following these links:

[Milepost 3 English PowerPoint resources](#)

[Milepost 3 Spanish PowerPoint resources](#)

[Milepost 3 French PowerPoint resources](#)

Our resources are designed to be used in different contexts, and we hope that you will use, adapt, upload and share them with other IPC schools, so that together we can create a richer language-learning environment for all our children. Please send us your feedback – were these resources useful? Would you like to see more language learning in the IPC units of work? Connect with us on our Facebook page at www.facebook.com/InternationalPrimaryCurriculum, tweet @The_IPC or email members@greatlearning.com.

7. Oddizzi free 30 day subscription offer

Oddizzi (www.oddizzi.com) is a subscription based online service which provides high quality primary geography resources for schools. It aims to inspire children with a deep and life-long love of geography and help specialist and non-specialist teachers deliver high quality lessons. A number of IPC schools already subscribe to Oddizzi, and we wanted to offer an opportunity through these units for all member schools to explore the resources further.

The site has excellent sections on Brazil and Rio de Janeiro, featuring photographs, videos and fact files, which are ideal for supporting the tasks in these units. As a special exclusive offer to IPC member schools, Oddizzi is offering a free 30 day trial of the website.

Within your trial you will have access to 1,500 pages of information and images written in an age-appropriate, engaging style, 400 short films, interactive geography quizzes and user generated content.

Please note that within your trial, ClassPals, Oddizzi's class-linking service, will be blocked for security reasons.

To claim your 30 day trial of Oddizzi please email IPCTrial@oddizzi.com. Upon application a member of the Oddizzi team will provide you with log in details for your school and students.

8. 'Lighting Up The Flame' – Voices Around the World project

Each year the Voices Around The World (VATW) project invites schools and choirs to be involved in the making of an international music recording. For their previous project, more than 5,000 children from schools in 48 different countries, took part in the biggest children's online song recording ever undertaken. You can view videos and listen to recordings of the song '*Listen to us*' on the official website (www.voicesaround.com). The 2016 project is set to be even bigger – and with the help of this unit's music activities, your class can get involved and become part of this great global event.

VATW is a not for profit organisation dedicated to linking the voices of young people around the world through music. Their current project is called 'Lighting Up The Flame', which links to the Olympic Games and its positive messages of team-work, dedication and positive change.

Using the downloadable resources available from the VATW website (music tracks, lyrics, song sheets etc.) your class will be able to learn the words of the song and record their voices. There are several downloadable versions of the song, including tracks with choir backing and tracks with just the music.

Your final recordings are then sent to the VATW team who will mix your children's vocals with the thousands of other young people taking part in the project. As this is a major global project, you may wish to involve your main school choir or other classes in the school (each of the Olympic Units for Mileposts 1, 2 and 3 have music tasks focused around the '*Lighting Up The Flame*' project). This will give you the chance to draw on other music expertise to support the work you do.

Rehearsals

It is very important that you and the children stick to the recordings of the song with the choir backing. Make sure that your children have plenty of opportunity to sing along with these parts so that they are as closely in sync with the voices on the recording as possible. While the final '*Lighting Up The Flame*' track will feature all the choirs and schools that have taken part in the project, getting the voices in sync is important to ensure that all the individual recordings can be mixed together.

One very useful training strategy is to provide your children with electronic copies of their choir parts so that they can practise at home or at break-times etc. This will also help to speed up your rehearsals.

Once the song is learned, you will need to schedule regular rehearsals to allow the children to practise and perfect their sections. The time needed for this will vary depending on the age of your children and the difficulty of the sections they are learning. As a general rule, allow for possibly 2-3 months of rehearsal prior to your final recording.

Setting up a recording studio

1. Choose the room in which you record very carefully. Smaller rooms often give the best results. You need somewhere away from any disturbance. Children can help you make signs to warn other school members when 'recording is in progress'.
2. Ensure you have reasonable quality recording equipment. A basic microphone and recorder should do the job. Nowadays, these pieces of equipment are easily available at reasonable prices if you do not already have them. You may find somebody in your school community who can help out.
3. You need to have set of earphones and at least one junction box. The junction box allows you to feed from the sound source (which is playing the choir backing track) to your children's headphones. In many schools, these pieces of equipment are often in use in Early Years or Milepost 1, where children share listening to a story recording.
4. The distance of your singers from the microphone is important and it is worth experimenting. It is best to begin with children arranged in a semicircle around the microphone so that they are all a similar distance away. About a metre from the microphone is often about right. It will be good if you are able to monitor the sound levels and quality using earphones yourself, and adjust choir positions/proximity to the microphone accordingly. In particular watch out for any singer with a much louder voice than others and adjust their standing position if necessary. You may find this problem is exacerbated because children may sing differently with headphones on. It is always worth emphasising to children that with studio performance and when using a microphone, it is not necessary to sing loudly in the way that you would in a concert performance. The sweetness and musicality of the voices is the main aim.

Recording your class

Guidance on recording the children's vocals is provided in Music Task 3. It will take a lot of practice for children to match their voices to the choir on the backing track of the song, particularly as they will be wearing headphones for the recording

Headphones are important, because they will allow the children to listen to the choir on the backing track, so they can keep in time and pitch. When they sing, your recording equipment will only pick up your children's voices, rather than the backing track they are listening to. Children often find this a fun and exciting experience – it can help them to imagine what it must feel like for pop stars when they are in a 'recording studio', wearing headphones! However, it will take practice and discipline. When wearing headphones, children cannot hear their own voice in the same way as usual and this can lead to tuning issues. Many children may prefer to sing with just one earpiece so that they can hear their own voice better and the voices of others. Be patient with the children as it may take many attempts to capture a perfect recording.

The more chances that your children have to practice individually with their own version of the song parts, the greater the likelihood of success and high quality performance. Similarly combining forces with a music specialist to help draw out the finer points of phrasing and musical dynamics will also increase the chances of success.

The groups that you record will require some forethought. The song itself offers a lot of flexibility, which has been written to suit all age ranges. There are three main choir parts to the song. The number of parts your children will be able to sing will depend on several factors – their basic experience, their musical

capability and the amount of rehearsal time you are able to dedicate to this work. On average school choirs and classes of children spent around 2-3 months rehearsing the songs for previous years' projects, prior to recording and performance. It is good to gauge the time element carefully so that children record/perform at their 'peak'.

In some cases, it may be that singing the Main Tune Parts (Parts 1 and 2) will be the limit of capability. For very young children it may be just the chorus that they sing. It may be that there are a few gifted and talented singers that can be taught the harmony parts separately.

The recordings you make should be designed to capture the best vocal sounds. In previous years schools often submitted a number of groups, sometimes singing the same parts, different harmony groups, soloists. It is much better for VATW if you submit separate recordings of each harmony/group. Whole class recordings are seldom helpful as this limits the mixing process and sound balance in the VATW production work.

Saving files and using Dropbox

Label your files so that the VATW team can easily identify their source. Use the naming convention ***SchoolName_Town_Country_*** followed by any description or number relevant to your method of recording. For example, ***_group1, _group2, _soloist1, _soloist2*** etc. Place your files (you can have as many files as you want) in a folder so that they are all together.

Please avoid sending files by email. Often sound files are very large and can lead to a serious 'logjam' of email. The best method is to use Dropbox. This is a free internet programme. Simply visit the website www.dropbox.com and download the software. Then you are ready to go!

Dropbox cleverly creates a folder on your computer as well as on the web. Whatever you copy to the Dropbox folder on your computer, *provided you are connected to the internet*, automatically gets copied onto your web Dropbox Folder. Once the files are in your web Dropbox folder, the final step is to share them with the VATW team.

To share your folder, visit your web Dropbox folder. On the left of the screen you will see a rainbow icon and the word 'sharing'. A window will open asking you to invite collaborators to share your folder. In the first box type the email address voices@voicesaround.com and any message you would like to accompany your invitation in the second box (such as your school's information). Click on the <share folder> button and the process is complete. Your children are on their way to joining the thousands of other voices from around the world who have been recorded for the '*Lighting Up The Flame*' project!

Please note: the deadline for submitting audio and video recordings is **31 May 2016**.

Geography Learning Goals

Children will:

3.01 Know that the study of geography is concerned with places and environments in the world around them

3.02 Know about the main physical and human features and environmental issues in particular localities

3.03 Know about similarities and differences between particular localities

3.06 Know about the major geographical features of the host country

3.11 Know how people affect the environment

3.12 Be able to enquire into geographical factors and their effects on people's lives

3.13 Be able to use a variety of sources to gather geographical information



3.14 Be able to collect and record evidence to answer geographical questions



3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them



3.18 Be able to use appropriate techniques to gather information



3.19 Be able to make plans and maps in a variety of scales using symbols and keys



3.20 Be able to use and interpret globes and maps in a variety of scales



3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways

3.26 Understand how and why people seek to manage and sustain their environment

Geography Task 1

Learning Goals

3.01 Know that the study of geography is concerned with places and environments in the world around them

3.02 Know about the main physical and human features and environmental issues in particular localities

3.03 Know about similarities and differences between particular localities

3.13 Be able to use a variety of sources to gather geographical information



3.14 Be able to collect and record evidence to answer geographical questions



3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them



3.18 Be able to use appropriate techniques to gather information



3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways



Research activity

Ask the children to consider what they already know, or think they know, about Brazil, the hosting country of the Olympics. In groups, ask them to capture words and ideas that they associate with Brazil.

Provide the groups with a selection of images. Some should be of Brazil and some should be of other countries around the world. Try and choose images that might challenge the children's preconceptions of Brazil, or images they might naturally confuse with Brazil.

Challenge the children to look closely at each image and discuss what it tells them about the location. They must decide which photographs/images are of Brazil – and which are not.

Try and include a good range of images, showing contrasting locations around Brazil. For example:

- Rio de Janeiro (statue of Christ the Redeemer)
- Brazilian favela
- Amazon basin/rainforest
- Copacabana beach
- Mundo Plaza (Salvador)

- Street carnival
- Brasilia (The Square of the Three Powers)
- Iguazo Falls
- Lençóis Maranhenses National Park
- Banana plantation

A search on Google Images will provide plenty of examples. You can also find good images on the following websites:

travel.nationalgeographic.co.uk/travel/countries/brazil-photos

The National Geographic website has a section on Brazil, featuring photos, videos and a map.

oddizzi.com

The Oddizzi website has a 'country close up' section on Brazil, packed with information, photographs and videos, as well as hyperlinks to other supporting pages. IPC teachers can enjoy a free 30-day trial of the site – see the big picture for more information.

theguardian.com/travel/gallery/2014/jul/13/top-10-views-in-rio-de-janeiro-in-pictures

The Guardian website provides a gallery of ten stunning views from Rio de Janeiro.

Once the children have sorted their images, invite groups to share their choices and explain their reasons. Discuss any differences of opinion. Encourage the children to make a reasoned case for keeping or discarding each image.

Reveal which of the photographs were actually from Brazil. Were there any images that surprised the children? (The arid region of Lençóis Maranhenses National Park is likely to surprise many of them as it resembles a desert!)

Ask the children to look again at the photographs. Using their previous notes as a starting point, ask the groups to study the images again to find out what they tell us about the human and physical geography of Brazil. Areas might include:

- Types of settlement and land use
- Economic activity
- Natural resources
- Physical geography (rivers, mountains, climate zones, etc.)

What questions do the images raise?

Children could place each photo at the centre of a sheet of paper, then mind map their thoughts around the image.



Recording activity

Each group should present their ideas to the rest of the class. Work together to develop a series of statements about Brazil that the children can investigate further during the next task. These may relate to the size of the country, its climate, geographical features (rainforest, mountains, beaches, rivers), cities, people, natural resources and economic activity.

Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Thoughtfulness

Geography Task 2

Learning Goals

3.01 Know that the study of geography is concerned with places and environments in the world around them

3.02 Know about the main physical and human features and environmental issues in particular localities

3.03 Know about similarities and differences between particular localities

3.06 Know about the major geographical features of the host country

3.13 Be able to use a variety of sources to gather geographical information



3.14 Be able to collect and record evidence to answer geographical questions



3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them



3.18 Be able to use appropriate techniques to gather information



3.19 Be able to make plans and maps in a variety of scales using symbols and keys



3.20 Be able to use and interpret globes and maps in a variety of scales



3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways



Research activity

Ask the children to work in pairs to locate Brazil on a world map or globe. They should note the position of Brazil and South America in relation to their home and/or host countries. They should also note the countries surrounding Brazil.

Using either Google Earth, Google Maps, or a detailed map of Brazil, ask the children to find out more about the following geographical features

- Types of settlement and land use
- Economic activity
- Natural resources
- Physical geography (rivers, mountains, climate zones, vegetation belts, etc.)

Look back at the images and statements from the previous session. These may provide helpful prompts to structure the children's research.

The children can then use the following websites to explore the features of Brazil in more detail:

globaleye.org.uk/primary_autumn2001/eyeon/index.html

Global Eye has an informative section on Brazil, featuring an interactive map.

brazil.org.uk/resources/documents/brazilforkids.pdf

The Embassy of Brazil in London website has a number of educational resources, including this PDF which gives children a fact-based tour around Brazil.

brazil.org.za/brazil-map.html

This excellent website is easy to use and packed with information. Children can use the map to find out more about the regions and cities of Brazil.

oddizzi.com

The Oddizzi website has a 'country close up' section on Brazil, packed with information, photographs and videos, as well as hyperlinks to other supporting pages. IPC member schools can enjoy a free 30-day trial of the site. To claim your free trial please email IPCtrial@oddizzi.com. Upon application a member of the Oddizzi team will provide you with log in details for your school and students.

rio2016.com/en/rio-de-janeiro/city-attractions

The official Rio 2016 website has a section on Rio de Janeiro, with information and photographs on the main city attractions, a transport map and timeline.



Recording activity

Children can record their findings in one of the following ways:

- Create a map of Brazil and add a key to highlight significant features
- Design a tourist guide/brochure with information on the places you can visit
- Create a labelled 3D model using art/junk materials

Children can share their work with each other at the end of the session. They should be able to locate and discuss the key geographical features of the country, making reference to types of settlement, economic activity, natural resources and physical geography. Evaluate the children's chosen methods of recording their information and those that were the most effective at communicating their learning.

ICT link: Use an online GIS (Geographic Information system) such as Gap Minder (gapminder.org) to compare various social and economic data about Brazil (life expectancy, income per person, etc.) with their home and host countries. Discuss what these statistics can tell us about a country.

Personal Goals

- Communication
- Cooperation
- Enquiry
- Thoughtfulness

Geography Task 3

Learning Goals

3.01 Know that the study of geography is concerned with places and environments in the world around them

3.02 Know about the main physical and human features and environmental issues in particular localities

3.03 Know about similarities and differences between particular localities

3.11 Know how people affect the environment

3.12 Be able to enquire into geographical factors and their effects on people's lives

3.13 Be able to use a variety of sources to gather geographical information



3.14 Be able to collect and record evidence to answer geographical questions



3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways



Research activity

In groups, provide the children with two images of Rio De Janeiro – one of the popular Copacabana beach resort and one showing a Brazilian favela such as Roçhina. (You may wish to refer back to photos used during Geography Task 1.)

Ask the children to respond to the two images. What type of image are they used to seeing as the 'face' of Brazil? What do the images tell us about life in Rio De Janeiro? Introduce the children to the term favela. Explain what it means. (A shanty town, often built on hillsides around a major city. They grow and spread as more people come to the cities looking for employment.)

In groups, ask the children to think about some of factors that might contribute to the growth of the favelas. Why might people leave the country and move to the bigger cities? What do the favelas tell us about this process?

Provide resources for the children to explore the favelas in more detail. These could include bookmarked websites (like those below) and/or tailored resources and case studies you have created yourself.

Some useful online resources include:

[youtube.com/watch?v=KExLL8Entxs](https://www.youtube.com/watch?v=KExLL8Entxs)

YouTube hosts this video by Why Poverty? which explores 'a day in the life' of a Brazilian

teenager living in a favela.

[youtube.com/watch?v=mS_PjwaqZYE](https://www.youtube.com/watch?v=mS_PjwaqZYE)

YouTube video offering a glimpse into the everyday life of a Brazilian favela.

*(To watch a YouTube video in **safe mode**, scroll to the bottom of the page and click on the 'safety' tab which brings up the 'Safety mode' information. Under this section, select the 'on' option, then click 'save')*

favelafaces.blogspot.co.uk

Favela Faces features case-studies on different people living in Brazilian Favelas.

globaleye.org.uk/secondary_summer2002/eyeon/people.html

Global Eye features a section on Favelas, with information on street children and some of the projects that are seeking to improve conditions.

oddizzi.com

The Oddizzi website has images and a video exploring the Rochina favela in Rio. (From the 'Explore the world' section, use the left-hand menu to navigate to /South America and /Brazil, then /Rio and South East. IPC member schools can enjoy a free 30-day trial of the site. To claim your free trial please email IPCtrial@oddizzi.com. Upon application a member of the Oddizzi team will provide you with log in details for your school and students.

Allow time for children to discuss some of the themes that they explored in their research. What do they think are the biggest challenges facing those living in favelas?



Recording activity

In groups, ask the children to imagine that they are working for the local government. They have a budget to spend on improvements to the favelas in their city – but the money is limited. They will need to make tough decisions as to what improvements will best serve the favela community.

Provide each group with ten or more improvement cards. Explain that they can only choose five of these improvements to carry forward.

Improvement cards could include:

- Install mains electricity
- Install mains water
- Improve transport links
- Build a school
- Set up a favela police station
- Demolish/rebuild unsafe housing
- Build a community centre
- Set up an anti-drugs campaign
- Improve waste/rubbish collection
- Set up a job/apprentice scheme
- Install sewage system
- Promote favela tourism
- Set up a health clinic

Children should decide how each improvement will benefit the community, then select those they think will contribute the most to the future development and improvement of the favelas.

Invite each group to present their final choices. Children should share and listen to each other's opinions. Work together to decide on a final list of five improvements that the class agree on.

End the session by considering the impact that the Olympics games might have on Rio. You might want to look back at the children's list of pros and cons from the knowledge harvest. If they were in charge of promoting Rio to visitors and athletes, do the children feel that the favelas would present a positive image of Brazil? Do they think that the people of the favelas will benefit from the games in any way? Explore their ideas in preparation for the next session.

Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Morality
- Respect
- Thoughtfulness

Geography Task 4

Learning Goals

3.01 Know that the study of geography is concerned with places and environments in the world around them

3.02 Know about the main physical and human features and environmental issues in particular localities

3.03 Know about similarities and differences between particular localities

3.11 Know how people affect the environment

3.12 Be able to enquire into geographical factors and their effects on people's lives

3.13 Be able to use a variety of sources to gather geographical information



3.14 Be able to collect and record evidence to answer geographical questions



3.20 Be able to use and interpret globes and maps in a variety of scales



3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways

3.26 Understand how and why people seek to manage and sustain their environment



Research activity

Look together at an images/maps of the Rio de Janeiro Olympic park. An internet images search will provide examples, or you could view the following link:

theguardian.com/sport/gallery/2013/aug/01/rio-2016-olympic-venues-in-pictures

The Guardian news site features a stunning gallery of computer rendered images, showing the features of the Rio Olympic park.

You may also wish to share the following video:

tinyurl.com/q8ekll3

The official Rio 2016 website features a promotional video of the Olympic park, combining computer graphics with real-world images of the site. The video highlights the different buildings and facilities that the park provides.

In groups, ask the children to study the images. Why might the park planners have chosen that location? What do they think is appealing about the park design? What is its goal?

Remind the children of their learning and discussion from the previous task. Explain that the Olympic park development is being estimated to cost over £5.1 billion. Do they think this is a good use of money? Who will be benefiting from this development? How does the proposed development compare to the favela communities that the children explored?

Explain that one favela community in Rio de Janeiro may have quite a strong opinion on the imminent Olympics. The location of the Villa Autodromo favela is adjacent to the expensive 2016 Olympic park. The residents are being evicted from their homes, because the favela is seen as an obstruction to the park development. This situation has caused controversy, especially as there are reports that residents are being intimidated into leaving their homes, the relocation housing is being described as uninhabitable, and considerable damage has been caused to buildings by bulldozers that have demolished the homes of those who have agreed to move.

The following links provide background information and images:

tinyurl.com/qjcvzu9

The Open Democracy website features an article exploring the issues surrounding the eviction of the Villa Autodromo community in Rio de Janeiro.

rioonwatch.org/?p=19531

The Rio on Watch website has an article on a documentary film released to highlight the plight of the Villa Autodromo community in Rio de Janeiro.

rioonwatch.org/?p=22384

The Rio on Watch website features an article and photos reporting the damage caused to buildings in the Villa Autodromo favela.

tinyurl.com/ou8zzb4

Daily Mail (UK newspaper) article reporting on how one home in the Villa Autodromo favela has been split in two after one resident sold their half of the building to the authorities. (Note: this site does feature advertising.)

tinyurl.com/qjzcojr

Reuters features an article and video on Villa Autodromo and the development of the Olympic park.

You could share this information with the children via a PowerPoint or a series of fact cards, or allow them to use the internet to research the issues surrounding the Villa Autodromo evictions for themselves. The Rio on Watch website is particularly useful, as it has many articles and photographs exploring the key issues.

As they discuss or research the theme, prompt the children to think about the following questions:

- What reasons might a resident give to stay in Villa Autodromo?

- Do they have a right to stay in their community?
- What reasons, if any, have been given for the eviction of the residents?
- What methods are the government using to encourage residents to leave?
- Do you think the articles you have read provide a balanced view?
- Who is in the right? Is it possible to see the issue from both sides?



Recording activity

Divide the class into groups, with an equal number representing the residents of the Villa Autodromo favela and an equal number representing the Olympic park planners. In their groups, the children should explore their reasons for or against the eviction of the residents.

Once groups have discussed and recorded their arguments for or against, you can then hold a whole-class debate, allowing time for each group to speak and then opening up the debate for other groups to comment. Make a list of the key arguments to refer back to throughout the discussion. Are there any workable solutions that would please everyone? Could the park planners do more to convince the residents that relocating is in the best interests of the Olympics/Rio?

End the session by taking a class vote on whether they think the Villa Autodromo favela should be allowed to remain. What were the most persuasive arguments? Was anyone swayed to change their opinion as a result of the debate?

Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Morality
- Respect
- Thoughtfulness

Geography Extension Task

Learning Goals

3.01 Know that the study of geography is concerned with places and environments in the world around them

3.02 Know about the main physical and human features and environmental issues in particular localities

3.11 Know how people affect the environment

3.12 Be able to enquire into geographical factors and their effects on people's lives



3.14 Be able to collect and record evidence to answer geographical questions



Extension activity

Display the words **legacy** and **regeneration**. Challenge the children to provide definitions of these words and how they might relate to the Olympic Games. Explain that, when the Olympic Committee considers which country will host the Olympics, one of the areas that it looks for is a commitment to legacy and regeneration – i.e the lasting improvements to an area that the Olympic Games can bring, through housing, infrastructure and services.

This was very much the theme for the London 2012 Olympic Games, which used the development of the Olympic Park to help transform and improve the rundown industrial area of Stratford in East London. The money from the Olympics made the project a reality.

Look together at the following videos, which explore the London 2012 regeneration project and the benefits that it has brought to the Stratford community:

[youtube.com/watch?v=SchjH2m94n4](https://www.youtube.com/watch?v=SchjH2m94n4)

YouTube hosts this video which promotes the London 2012 Olympics theme of regeneration and legacy.

[youtube.com/watch?v=du6RbbNZUbl](https://www.youtube.com/watch?v=du6RbbNZUbl)

YouTube hosts this video looking at the success of the Stratford regeneration after the London Olympics.

[youtube.com/watch?v=F4RzaT54A-I](https://www.youtube.com/watch?v=F4RzaT54A-I)

YouTube hosts this short amateur video which looks at the Stratford site before the London Olympics regeneration project.

*(To watch a YouTube video in **safe mode**, scroll to the bottom of the page and click on the*

'safety' tab which brings up the 'Safety mode' information. Under this section, select the 'on' option, then click 'save')

Ask the children to discuss what they have learned. You may wish to refer back to their pros and cons list from the knowledge harvest to compare their responses to the London development with their previous opinions on the Olympics. Do they think a regeneration project on the scale of the Stratford development would have happened without the money and funding of the Olympics? What have been the benefits to the residents of Stratford?

Consider the controversial Rio development. Compare the future plans for the Rio Olympic Park with those of the London Park.

The following video provides useful background information:

bbc.co.uk/news/world-latin-america-30766026

The BBC News website has a video reporting on the Rio development and its plans for the future.

Refer back to the learning from Geography Task 3 and Geography Task 4. Who is ultimately benefiting from the park? Do the children think that this is fair? Does Rio de Janeiro as a popular tourist destination have different needs compared to Stratford in East London?

Allow time for the children to discuss their opinions, updating their pros and cons list from the knowledge harvest as appropriate.

Language arts/ICT link: children can imagine that they are journalists reporting on the controversy surrounding the Rio Olympics. They should draw on their research and learning to create their own article to highlight the issues. If you wish, children could use desk-top publishing software to design and format their articles, adding headlines and captioned images.

Personal Goals

- Communication
- Enquiry
- Morality
- Respect
- Thoughtfulness

Technology Learning Goals

Children will:

3.01 Know that technology affects people's lives



3.04 Be able to respond to identified needs, wants and opportunities with informed designs and products



3.06 Be able to devise and use step-by-step plans

3.07 Be able to consider the needs of users when designing and making

3.08 Be able to select the most appropriate available tools and materials for a task



3.09 Be able to work with a variety of tools and materials with some accuracy



3.10 Be able to test and evaluate their own work and improve on it

3.12 Be able to evaluate the effectiveness of simple products in everyday use

3.13 Understand the need for accurate design and working

3.14 Understand the ways in which technology can be used to meet needs, wants and opportunities

3.16 Understand that the quality of a product depends on how well it is made and how well it meets its intended purpose

Technology Task 1

Learning Goals



3.04 Be able to respond to identified needs, wants and opportunities with informed designs and products

3.07 Be able to consider the needs of users when designing and making



3.10 Be able to test and evaluate their own work and improve on it

3.12 Be able to evaluate the effectiveness of simple products in everyday use

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3.14 Understand the ways in which technology can be used to meet needs, wants and opportunities

3.16 Understand that the quality of a product depends on how well it is made and how well it meets its intended purpose



Research activity

Display the official 2016 Olympic emblem (three people holding hands and dancing in joy). The following websites provide good examples and background information:

rio2016.com/en/more-information/games-design/olympic-emblem

The official Rio 2016 website has an image of the official logo and an explanation of its design.

creativereview.co.uk/cr-blog/2011/january/rio-2016-logo-longer-look

Creative Review asks the designers of the logo to explain its design, meaning and choice of colours.

Ask the children to respond to the image by generating a short phrase or sentence. These can then be shared and discussed in groups, before feeding back to the whole class.

Explore the children's responses to the logo. What do they think it represents? What do they think the designers were trying to achieve?

Explain that the emblem is called 'Passion and Transformation' and shows three figures clasp hands and dancing with joy. The outline shape made by the three figures also mirrors the shape of Sugarloaf Mountain, one of the famous landmarks in Rio de Janeiro.

Discuss why events, like the Olympics have a logo/emblem. What are logos used for and why is their design important? Prompt the children to think about the power of logos outside of events – and their use in marketing and advertising. What makes them so

powerful? Children might be wearing logos on their clothes. Look together at some examples of familiar logos and see if the children can name the brand. The following website provides a good source of images:

brandsoftheworld.com/logos

Brands of the World features hundreds of freely downloadable logos representing major international brands.

Why do they think the Rio logo is called 'Passion and Transformation'? (You could refer back to the learning from the geography tasks here.)

Look together at logos/emblems from past Summer and Winter Olympic Games. (A Google Images search will provide plenty of examples.) You could also visit:

inspirationfeed.com/inspiration/logo-inspiration/from-1896-to-present-olympic-logo-designs-analyzed

Inspiration Feed features images and commentary on all of the Olympic logo designs.

Evaluate the designs and compile a list of criteria for designing a successful logo.

Ask the children to think about whether their school Olympics should have its own logo. What benefits would a logo bring? (More memorable, communicates a theme, message, group identity, etc.) How might it be used? (On posters, invitations, signs, etc.)

Tell the children that they will be creating the logo for their school Olympics. They will need to decide:

- The message and concept it will communicate
- The image(s) and colours that will achieve this
- What techniques they will use to make their image(s) interesting to viewers.



Recording activity

Children should create annotated sketches of their initial ideas and designs, which can then be shared with a partner. Encourage children to give feedback on each other's ideas before moving on to their final design. If you wish, these could be created on computer using an art package.

Children could also think of a name for their logo that they think best represents the spirit of their school Olympics.

Display the finished logos. Allow time for the children to view each other's work and provide feedback. Evaluate the designs based on the criteria from the research activity.

The logos could be judged by another class or by members of staff to decide on an overall winner. This can then become the 'official Olympic Games' emblem for your school.

Art link: children could make body sculptures to explore the Olympic motto 'Higher, Faster, Stronger'. Photograph these for the children to use as the stimulus for a piece of artwork, such as a clay sculpture or a painting. You may also wish to view some examples by Futurist artists, such as Umberto Boccioni and Luigi Russolo, who sought to capture movement and speed in their painting.

Personal Goals

- Adaptability
- Communication
- Enquiry
- Thoughtfulness

Technology Task 2

Learning Goals



3.04 Be able to respond to identified needs, wants and opportunities with informed designs and products



3.06 Be able to devise and use step-by-step plans

3.07 Be able to consider the needs of users when designing and making

3.08 Be able to select the most appropriate available tools and materials for a task



3.09 Be able to work with a variety of tools and materials with some accuracy



3.10 Be able to test and evaluate their own work and improve on it

3.13 Understand the need for accurate design and working

3.16 Understand that the quality of a product depends on how well it is made and how well it meets its intended purpose



Research activity

Look at a selection of images of a Brazilian street carnival (see links below). Explain that the carnivals in Rio de Janeiro and El Salvador are huge street parties with lots of music and dancing, and are famous across the world for their fabulous costumes.

Some useful websites include:

tinyurl.com/nvwmpyb

The Telegraph website features an extensive photo gallery of images, highlighting the stunning costumes from the Rio Carnival. (Note: always check and approve images before viewing with your children.)

bbc.co.uk/education/clips/zxhyr82

BBC Bitesize features a short video showing the design process of making a Rio Carnival costume.

brazil.org.uk/resources/documents/bs-primary08.pdf

Brazil.org provides a helpful PDF document explaining the history of the Brazilian carnival, accompanied by photographs.

As you view the images, focus on the costumes. Each carnival costume is like a fantasy

character brought to life. Ask the children to critique the designs. Consider their functional and aesthetic qualities of the costumes. What materials and textiles have been used? Why might these have been chosen?

Explain to the children that they are going to be designing and making their own carnival costumes to wear during your Olympics opening ceremony (see exit point). Begin by creating a set of design criteria for a costume, based on those you have investigated.

(Depending on the time and resources you have available, you may wish to focus on mask-making rather than creating more extensive costumes.)

Explain that the theme of your carnival is sport and the Olympics, so the children's costume ideas should try and reflect this theme. If necessary, you could provide some examples to help them get started. For example:

- **Olympic torch** – a head-dress or costume could capture the colour and movement of flames.
- **Olympic mascots** – the costume could be based on Vinicius or Tom (the Olympic and Paralympic mascots)
- **Sporting events** – think about the imagery that might link to an event. For example, swimming or diving could be represented by splashes and waves of water. Also explore the headgear worn by athletes, such as the padded head-guards of boxers, the helmets of cyclists, the goggles worn by swimmers and so on. Consider how these might lend themselves to mask ideas.
- **Olympian gods** – if children are aware of the origins of the Olympics in Ancient Greece (see MP2 history tasks), then their costumes could reflect this. A Zeus costume with lightning bolts could be very striking!

The Rio costumes are fantastical and imaginative, so let the children have the freedom to explore the theme in any way they wish. They should start by sketching out their ideas, perhaps making several drawings of different designs before choosing their favourite.

Next, reveal the materials and components that you have available for making the costumes. This might include a range of card and fabrics, as well as fabric paints and pens, and decorative elements such as feathers and sequins.

Children should revisit their designs and consider how they will adapt their idea into a workable costume. Encourage them to label and annotate their chosen design, explaining their choice of materials. If you wish, this could also include pattern pieces and notes on how they might assemble and join their costume. Children could also create a mini prototype to experiment with ideas.

Children may need to simplify their designs based on this initial exploration. Have children talk through their design with a partner, encouraging them to work through the ideas together and identify any problems.



Recording activity

Children should go on to make their costumes using the available materials. Offer advice and assistance as necessary to help the children to cut, shape, join and finish their costumes. The children should also be encouraged to help each other, sharing their learning as they work through their designs and solve problems.

When complete, the children should evaluate their finished product against the design criteria. Invite peer feedback and consider any improvements that could be made.

End your session with a grand carnival parade, inviting children to show off their colourful creations! Further alterations may need to be made, so allow time for children to revisit their costumes and make any last-minute amendments.

Physical Education link: rehearse your carnival parade prior to the opening ceremony. Choose some suitable Brazilian samba music and work together to develop a sequence of movements to accompany the music.

Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Resilience
- Thoughtfulness



Technology Extension Task

Learning Goals

3.01 Know that technology affects people's lives

3.14 Understand the ways in which technology can be used to meet needs, wants and opportunities



Extension activity

Discuss the use of technology in the Olympic Games. The following article (summarised in bullet points afterwards) provides some excellent examples:

foxnews.com/tech/2012/07/25/olympian-technology-helps-athletes-go-higher-faster-stronger

A Fox News article explores some of the technology that has helped athletes improve their performance.

- In 1964, pole vaulting poles were changed from aluminium to berglass. As a result the existing Olympic record was broken at the Tokyo Games by over 1 foot.
- By the mid-1980s improvements to javelin designs meant that male athletes could throw them more than 340 feet, which was almost one end of the stadium to the other (and putting spectators at risk!). The javelins were changed so that they couldn't be thrown as far - however no one has since been able to beat the record set in 1996 using the old-style javelin.
- The 2008 Olympics saw the introduction of new polyurethane swimsuits, designed to reduce a swimmers friction in the water. Swimmers who wore the suit broke 25 new world records. As a result the swimsuits were banned, but the records have been allowed to stand.
- Improved sensors have been used in a number of sports to help aid referees and judges to make calls. One example is in Taekwondo, where the fast and frantic movement of the combatants could often lead human judges to make mistakes by failing to notice successful kicks or punches. Sensors have now been added to the fighters' body armour and socks to register any successful hits.
- Improved turf on sports elds ensures a better grip for player's shoes and helps to reduce injuries. It is also believed the new turf allows for better ball control, leading to faster and more exciting matches.

Invite the children to respond to these facts. Consider the following:

- Does technology have a role to play in the Olympic Games?
- Is it fair that technology can help athletes to break existing world records?
- Is it fair that some records may never be broken because the athletes used banned technology?
- Is there such a thing as a 'level playing field' in sport?
- Should technology continue to be developed and supported to help athletes?

Debate the issues raised by these questions, using the examples you have explored. If you wish, children could perform their own additional research, perhaps as a home-learning task, to find further examples of the use of technology and science in sports. These can then be shared as a whole class and voted on as to whether they are good or bad for the sport.



Olympics: Everyone's A Winner?

Personal Goals

- Communication
- Enquiry
- Morality
- Thoughtfulness

Music Learning Goals

Children will:

3.01 Know that the study of music is concerned with musical expression and communication

3.03 Be able to sing songs in unison and in two parts



3.04 Be able to play tuned and untuned instruments with control and rhythmical accuracy



3.05 Be able to perform as part of an ensemble

3.06 Be able to perform with an awareness of audience



3.07 Be able to compose musical pieces combining musical elements within a structure

3.08 Be able to improve their own work having regard to purpose

3.09 Be able to listen attentively with attention to detail

3.12 Understand that musicians use music to express emotions and experiences

3.13 Understand that the work of musicians is influenced by their environment

Music Task 1

Learning Goals

3.01 Know that the study of music is concerned with musical expression and communication

3.03 Be able to sing songs in unison and in two parts

 **3.05 Be able to perform as part of an ensemble**

3.09 Be able to listen attentively with attention to detail

3.12 Understand that musicians use music to express emotions and experiences

3.13 Understand that the work of musicians is influenced by their environment



Research activity

Begin the session by listening to the '**Lighting Up The Flame**' song and displaying the lyrics, available from the resources section of the Voices Around the World (VATW) website (voicesaround.com).

Discuss the lyrics together. The song uses the Olympic theme of the torch and the games as a means of bringing people together in harmony, to promote hope, peace and love.

Explain that singing is also about bringing people together in harmony. The children will be learning to sing in key (matching the correct pitch of the notes) so that their voices will blend with the thousands of other children who are taking part in the '**Lighting Up The Flame**' project (see the big picture for more information).

Always try and begin your singing sessions with a vocal and body warm up. This will prevent strain to the vocal chords and help improve the quality of the voice. Start by removing stiffness and loosening up the body, before moving onto vocal exercises:

- Ask the children to stand in a space. Begin by asking them to move their heads from side-to-side, then roll them slowly around. Move the arms in circles, exercising the shoulders. Shake out the arms, holding them to either side. Take a deep breath, back straight, then let out the breath – allowing the shoulders to slump and the body to relax. Repeat with several more deep breaths, letting the body relax each time.
- Children will naturally breathe using the upper body/lungs, which is the everyday method that we use to inhale and exhale. When singing, it is necessary to take shorter but more powerful breaths. Ask the children to put a hand between their lower ribs (the middle of the upside down 'V' made by the ribs). This is their diaphragm. If they pant, then they should feel the diaphragm moving in and out. When singing, they should try and draw shorter breaths from this area. It takes a lot of practice to get right!

- Next, ask the children to imagine they are eating a very sticky toffee. They should move their mouth and jaw, working the toffee around their mouth. When their jaws are feeling tired, they can nally pretend to swallow the toffee.
- Ask the children to take a breath. When they exhale they should start humming, holding their lips together and letting the sound vibrate at the front of the mouth. Prompt them to try and match the sound of the other children they can hear. See how long they can hold the sound before taking their next breath.
- Repeat, this time asking the children to try and gradually raise the volume of their hum, getting as loud as they can. Then ask them to lower the volume, to make the sound as soft as they can.
- Next time when they hum, ask them to open their mouth slightly to create an 'a' sound. Once they have practised the sound, ask them to make an 'ee' sound by tightening the lips into a smile. Encourage them to take a small breath when they start to run out of puff, then hold the note again. Widen mouths to make an 'ah' sound, encouraging the children to keep their tongue at against their bottom teeth. Next, make an 'oh' sound, bringing the lips closer together. Finally, make an 'oo' sound, with the lips puckered into a kiss.
- Finally, work through a sequence of the ve sounds (a, ee, ah, oh, oo).

One of the hardest things for children to grasp is the difference between pitch and volume. Allow opportunity for children to practise both. Younger children in particular often struggle with understanding the difference.

As a whole class, perform a song that the children are familiar with or teach a simple tune with a changing pitch, such as a sea shanty (*What shall we do with a drunken sailor?*). Once children are familiar with the pitch of their song, experiment with changes of volume, using an appropriate hand gesture or other signal to indicate when notes/words could be emphasised or made softer.

Some useful web resources include:

bbc.co.uk/learning/schoolradio/subjects/music/clipslibrary

The BBC Learning website provides a selection of short music clips designed to support children's understanding of pitch, rhythm, dynamics and timbre.

bbc.co.uk/learningzone/clips/an-exploration-of-pitch/8609.html

The BBC Learning Zone features a music video of 'What shall we do with a drunken sailor?' exploring high and low pitch.

youtube.com/watch?v=_qAngsMJD3I

YouTube features an animated pirate song based on the popular children's picture book 'Port Side Pirates'

youtube.com/watch?v=1mvKhUUcLBO

YouTube hosts this simple Kidzone sing-along pirate song: 'A Pirate Ship Sailed on the Alley-

Alley-O'.

[youtube.com/watch?v=9lejHKpfHso](https://www.youtube.com/watch?v=9lejHKpfHso)

YouTube hosts a simple one-minute instructional video to help you find your vocal range.

*(To watch a YouTube video in **safe mode**, scroll to the bottom of the page and click on the 'safety' tab which brings up the 'Safety mode' information. Under this section, select the 'on' option, then click 'save')*

The VATW website also has a downloadable 'Singing Sheet', which includes extra ideas for vocal warm ups.



Recording activity

If you have a music specialist in your school – it would be good to invite them to support this work.

Divide the class into large groups of around six to eight children. Challenge them to practise the song they have learned from the research session (e.g. a sea shanty). Groups can divide up the song, giving different sections/ verses to different group members. They can then rehearse and perform their songs to the rest of the class.

Encourage feedback, evaluating how well each group divided up roles and worked together to deliver the song. This session will also provide opportunity for you to gain an awareness of the different singing abilities of children within the class.

Geography link: the torch for the 2016 Olympics will be lit in Athens and then, on 3 May, the torch will begin its journey around Brazil, beginning in the country's capital Brasilia. The relay will last 95 days and will end with the lighting of the cauldron at the Maracanã Stadium on 5 August 2016. During the final run up to the Olympics, use maps and Google Earth to view the route of the torch and the cities that it is passing through. This can offer opportunity to discuss the human and physical features of each location, and compare with the children's host country and home countries. Children can also use their own maps and models from Geography Task 2 to follow and record the journey. For the latest news and information on the torch relay you can visit: rio2016.com/en/tags/torch-relay

Personal Goals

- Communication
- Cooperation
- Resilience

Music Task 2

Learning Goals

3.01 Know that the study of music is concerned with musical expression and communication

3.03 Be able to sing songs in unison and in two parts



3.05 Be able to perform as part of an ensemble

3.08 Be able to improve their own work having regard to purpose



Research activity

In this session, you will be familiarising the children with the words and harmonies of the song '*Lighting Up The Flame*'. It is very important from the start to use the VATW music resources to help your children become familiar with the rhythms and phrasing in the song – remember one of the main goals will be to get your children singing in synch with the demonstration tracks. If you are adept on the keyboard or lucky enough to have a music specialist working with you, you may want to complement the demo tracks with playing and rehearsing phrases from the keyboard – this is a good way of addressing any mistakes that the children make in pitching the notes or singing the rhythms.

As you move forward with the work it will be essential that you get your children to learn the words. While using PowerPoint displays of the lyrics and song sheets may be helpful initially, the best singing always comes when children know the words and are not distracted by holding papers, etc. It is also important to give the children every opportunity to focus on whoever is conducting.

It will depend on your children's ability and experience as to how you approach singing rehearsal. Ideally, try and begin with some careful listening work.

In pairs, groups or as a whole class listen to the song through several times, then ask the children to discuss the following:

- Can you identify how many different sections there are in the song?
- How many different singing parts can you hear?
- What different instruments can you identify?
- What different changes in rhythm do you notice?
- Does the music get louder or softer in any parts of the song? Where is it loudest/softest?
- Why does it get louder in some places?

Start with the main tune line. By getting the children to sing the main tune together you will be able to identify those individuals or groups who are capable of tackling some of the more difficult harmony sections. You may wish to use a 'follow my leader' approach to break the song down into small chunks – again if you are a capable keyboard player, this will help with this work. Alternatively you can sing some of the lines yourself and get the children to echo these back to you. Be careful to follow the phrasing on the demo tracks.

Once you have identified the children capable of singing some of the harmony parts, you will need to give them the opportunity to practise their parts separately. Supplying them with a demo version of their part that they can practise in their own time is the key here as well as planning opportunities for them to practise separately away from the main group. Once they become confident with the tunes they have learned they can return to practising with the whole class – this process needs time. While some children learn tunes very quickly, others need practice over several weeks.



Recording activity

As mentioned above the children will need time to:

- Learn the lyrics
- Internalise the tune they are learning
- Practice with you and/or your music specialist to ensure phrasing and pitch are correct.

It is very much a 'two steps forward and one step back' process with this kind of work. When you feel the children have become reasonably confident, bring the class/groups back together for a performance. You may then see the need to take 'one step back' to go over some of the phrasing and song parts again. If space and resources allow, a good system is to carry out group/part rehearsals in different places, bringing groups back together for whole class practice as needed – leading you towards the ultimate performance – this is often the way that adult choirs work dividing off into the various sections of the choir for practice with section leaders. This is also an opportunity to use small groups, where children show particular skill and confidence, to demonstrate to others or to bring in older students or members of the school choir to work with you and the children.

Personal Goals

- Communication
- Cooperation
- Resilience

Music Task 3

Learning Goals

3.01 Know that the study of music is concerned with musical expression and communication

3.03 Be able to sing songs in unison and in two parts



3.05 Be able to perform as part of an ensemble

3.06 Be able to perform with an awareness of audience

3.08 Be able to improve their own work having regard to purpose

3.09 Be able to listen attentively with attention to detail



Research activity

Introduce the children to the equipment you will be using for the final recording (e.g. headphones, microphones, sound equipment, etc.). Explain the process of recording and why headphones are necessary (the children will hear the music being played in their headphones so they can sing along – but the microphone will only record their voices).

Each group should be recorded in turn. The time allotted for each group may vary depending on the size of their section or the age of the children. It may take many attempts to record a good quality version, so assigning fifteen minutes per group may be a good starting point. If you have particularly strong individuals, you may wish to record soloists separately. You can also use these singers to support the recording of other less confident groups.

Allow time for the children to do their final rehearsals. If possible, provide sound-recording equipment (e.g. microphones and computers, digital audio tape recorders, mini-disc recorders, mobile phones, etc.) for the children to practise recording themselves and then listening to the play back. It is good practice at this stage to get the children used to positioning themselves around a microphone – ideally in a semi-circle, standing about a metre away. Children will often ‘shout’ when they know that they are being recorded, and this can affect pitch and the quality of the recording. Groups should experiment with different positions, adjusting as necessary – particularly if there are naturally louder individuals within the group. It is important to repeatedly emphasise that recording with a microphone is different to a stage performance, where the tendency is to raise the voice to address a large audience. The microphone ‘will do the work’ in picking up the sound of their voices – there is absolutely no need to sing loudly!

For inspiration, the children could view the video/audio recording of ‘**We Are the World**’ which shows famous song artists working in a studio to record their song:

[youtube.com/watch?v=rZ26DMkMFks](https://www.youtube.com/watch?v=rZ26DMkMFks)

*YouTube hosts the official video for the ‘**We Are the World**’ charity song, recorded to raise funds for famine relief in Africa. The song was written by Michael Jackson and Lionel Richie and features contributions from over forty famous musicians*

*(To watch a YouTube video in **safe mode**, scroll to the bottom of the page and click on the ‘**safety**’ tab which brings up the ‘**Safety mode**’ information. Under this section, select the ‘**on**’ option, then click ‘**save**’)*



Recording activity

For the final 'studio' recordings you will need to have a separate room, ideally one that is free of any disturbance. Children can be involved in making signs and posters to warn people that 'recording is in progress' and to 'please be quiet'.

Each group should be assigned a time for their session (or have the previous group act as runners to call the next group for recording). Once in the studio, arrange the children around the microphone. Allow time for them to get used to listening to the backing music (with choir vocals) in their headphones while singing their parts. The sound should be at sufficient level to provide a guideline but not loud enough that it is audible from the earpieces or prevents the children from hearing their own voice.

Most singers prefer to use one earpiece so that they can hear themselves better (using both ear pieces means that children will tend to shout or struggle to find their pitch, because their own voices are muffled).

Run through a couple of practice recordings and listen to the play back. Adjust the children's standing positions as necessary. Be encouraging and patient, as many children will need to get used to the headphones. Persevere until you have a performance that is in sync with the backing choir (or as close as you can get it!). You may wish to use this as an opportunity to explore the IPC personal goal of 'resilience'. Define its meaning and help the children to explore the reasons why someone such as a performer/music artist would want to have that quality. Children could help mentor each other, giving advice and encouragement where needed.

When saving the files to computer, be careful to label the parts clearly so that VATW will be able to identify the school and the group singing (see the big picture for more information on how to deliver your final recordings.)

ICT link: you may want to video and/or photograph the children working in your recording sessions. This can also be provided to VATW along with your recordings. The VATW team are always keen to obtain good quality video showing the process of making the recordings – some of which may be added to the final audio/video mix of the song! **Note:** always be sure to have permission from the children's parents or guardians beforehand if you intend to film children for this project.

Personal Goals

- Communication
- Cooperation
- Resilience

Music Extension Task

Learning Goals

3.01 Know that the study of music is concerned with musical expression and communication



3.04 Be able to play tuned and untuned instruments with control and rhythmical accuracy



3.05 Be able to perform as part of an ensemble

3.06 Be able to perform with an awareness of audience



3.07 Be able to compose musical pieces combining musical elements within a structure

3.08 Be able to improve their own work having regard to purpose

3.09 Be able to listen attentively with attention to detail

3.12 Understand that musicians use music to express emotions and experiences

3.13 Understand that the work of musicians is influenced by their environment



Extension activity

Begin by listening to examples of different music genres, drawn from different traditions (rap, gospel, blues, pop band, rock, music theatre, etc.). Develop international mindedness by listening to a range of live and recorded material from around the world.

Work together to identify the key characteristics of each genre and/or culture, focusing on the tempo and dynamics of the music, and the timbre of the voices and instruments used. Talk about some of the significant musicians and song writers related to these genres, and explore how their influence has helped shape the music.

You may want to record some of the main time periods of the different genres on a timeline so children can see how different styles have evolved and shaped the history of music.

Take the one of the chorus sections from '**Lighting Up The Flame**' and work together to deliver the lyrics in a different musical style.

Introduce the children to a music program, such as Apple Garageband (apple.com/ilife/garageband) or FlexiMusic Kids Composer (fleximusic.com), which will allow them to experiment with different instruments and backing beats. Practise creating a simple music track to match the music genre you have explored.

Once the children are familiar with the program, challenge them to create their own vocal/ musical composition choosing one of the genres they have explored. The lyrics should relate to the theme of the Olympics, using the '**Lighting Up The Flame**' song for inspiration.

Using the music program, groups can experiment with different instruments, explore drum patterns, cut-and-paste sequences and add backing effects. If time allows, children could also score their compositions using rhythm or staff notation.

Invite groups to share their compositions with the rest of the class. Evaluate each piece based on agreed success criteria. For example, correct understanding of pitch and rhythm, inventiveness, accurate notation and so on. Invite groups to comment on their own work and areas they would like to improve.

Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Resilience
- Thoughtfulness

Society Learning Goals

Children will:

- 3.01 Know that the study of society is concerned with learning about living as members of groups
- 3.05 Understand their own responsibilities in the groups to which they belong
- 3.06 Understand the responsibilities of others in those groups and in the wider community
- 3.07 Understand that the way in which people fulfil their responsibilities affects the lives of others
- 3.08 Understand that the behaviour of individuals has an effect on the lives of others
- 3.09 Be able to enquire into the nature of groups and social institutions and their effects on people's lives

Society Task

Learning Goals

- 3.01 Know that the study of society is concerned with learning about living as members of groups
- 3.05 Understand their own responsibilities in the groups to which they belong
- 3.06 Understand the responsibilities of others in those groups and in the wider community
- 3.07 Understand that the way in which people fulfil their responsibilities affects the lives of others
- 3.08 Understand that the behaviour of individuals has an effect on the lives of others
- 3.09 Be able to enquire into the nature of groups and social institutions and their effects on people's lives



Research activity

The children have already explored some of the controversy surrounding the 2016 Rio Olympics (see Geography Task 3 and 4). Such issues are not new to the Olympic Games – indeed throughout history there have been many controversial issues, such as when countries have boycotted the Olympics or groups have used the Olympics as a means of promoting and voicing their political opinions.

In groups, ask the children to research one or more of the following controversial issues:

- Countries that have boycotted the Olympics and refused to allow their athletes to compete (such as at the 1956 Melbourne Olympics, when many countries refused to compete due to various world conflicts)
- Women not being allowed to participate in the 1896 Olympics (in protest, one Greek woman, Stamata Revithi ran the same marathon course as the men to demonstrate it could be done by a woman. She was prevented from crossing the official finishing line)
- The 1936 Berlin Games (Jewish athletes boycotted the games. An African-American sprinter Jesse Owens won four gold medals. It is commonly believed Adolf Hitler, who promoted white racial superiority, refused to congratulate Jesse Owens)
- Countries that have been barred from the Olympics (such as South Africa, which was barred from competing in the 1964 Tokyo Olympics due to the country's Apartheid policy)
- Race, equality and civil rights protests (such as the 1968 Mexico Games when students staged a protest, and two black athletes – Tommie Smith and John Carlos - made a 'black power' salute on the winners' podium to make a stand for their racial rights)
- Recent findings published in a report by the World Anti Doping Agency which has resulted in the temporary suspension of Russia's athletes from competing in international events, due to the use of performance-enhancing drugs during the London 2012 Olympics.

The following websites provide a useful starting point for children and teachers:

en.wikipedia.org/wiki/Olympic_Games_scandals_and_controversies

Wikipedia provides an overview of the Olympic controversies throughout history.

advocate.com/sports/2014/01/27/long-history-olympic-boycotts-protests-and-demonstrations

The Advocate news website has an article on the Olympic boycotts and protests, with images. (Note: this site does feature advertising.)

theguardian.com/sport/2015/nov/09/london-2012-sabotaged-russia-wada-doping-report

Guardian news article about the World Anti Doping Agency's report about Russia's state sponsored doping programme that sabotaged the London 2012 Olympics.



Recording activity

Invite groups to make a short oral and/or visual presentation of their findings. As each group shares their learning, you may wish to add key dates and events to a timeline.

As a whole class, debate the issues that have been raised:

- Should the Olympics be used as a platform for publically voicing politics or opinions?
- Does such behaviour breach the theme of the Olympics – the idea of bringing people together?
- Can such behaviour be justified on occasion? If so, when and why?
- How would they feel if they were an athlete and their country refused to let them compete?

Encourage the children to use their research to help give examples and explore the issues.

Is it possible to arrive at a consensus that such behaviour should not be allowed or tolerated in any form – or are there occasions when large sporting events should be used as a platform to voice a personal, group or national opinion

Personal Goals

- Communication
- Cooperation
- Enquiry
- Morality
- Resilience
- Respect
- Thoughtfulness

Society Extension Task

Learning Goals

- 3.01 Know that the study of society is concerned with learning about living as members of groups
- 3.05 Understand their own responsibilities in the groups to which they belong
- 3.06 Understand the responsibilities of others in those groups and in the wider community
- 3.07 Understand that the way in which people fulfil their responsibilities affects the lives of others
- 3.08 Understand that the behaviour of individuals has an effect on the lives of others
- 3.09 Be able to enquire into the nature of groups and social institutions and their effects on people's lives



Extension activity

Pose the question: are athletes positive role models?

In groups, ask the children to discuss and share their thoughts. Prompt them to think about their own sporting heroes and to give examples. They may also want to consider the IPC Personal Goals (adaptability, enquiry, communication, cooperation, morality, resilience, respect and thoughtfulness) and how they might relate to a professional athlete.

If you wish, you could view some of the following websites, which offer an insight into the dedication of athletes:

bbc.co.uk/education/topics/zg4mhyc

The BBC Education website features three videos in which athletes talk about what it takes to be a world-class champion.

bbc.co.uk/education/clips/zhm9jxs

The BBC Bitesize website features an interview with wheelchair basketball player, Ade Adepitan, who talks about his determination to overcome his disability and succeed.

rio2016.com/en/athletes

The official Rio 2016 website features athlete profiles and interviews.

Allow time for the groups to feed back to the rest of the class. Is everyone in agreement that athletes are positive role-models? Did anyone have examples of when they are not? For example, the use of drugs/doping to improve performance.

Discuss the types of activities and duties associated with being a professional athlete. For example:

- A dedication to training
- Product endorsements
- Charity work
- Sports schemes
- Business/corporate events

Consider the different groups of people who might benefit from an athlete's work and status. For example, aspiring athletes, fans, charities, sponsors, etc.

Does their status mean that top athletes deserve to be paid huge sums of money to endorse and promote products? You may wish to share some of the statistics from the following article:

businessinsider.com/10-athletes-who-make-the-most-money-in-endorsements-2014-4?IR=T

Business Insider features an article on the sporting athletes who make the most money from sponsorship and endorsements. (Useful for your own background information.)

Why might a sponsor want to have a successful athlete endorse their product? Consider if sport and advertising should be kept separate, or whether there are benefits to the relationship.

Working in their school Olympic teams, ask the children to imagine that – as representatives of their team and country – they can endorse a product, charity or message and promote this to the rest of the school.

Children may wish to promote:

- A charity (either local or linked to their team's country)
- A positive message about fitness and team work
- An issue relevant to your school, such as anti-bullying or recycling awareness.

They will need to decide:

- How they will promote the message
- How they will reach their target audience
- The persuasive language they will use to influence others

Allow time for the children to discuss their ideas and perform additional research before making an oral and/or visual presentation to the rest of the class. Evaluate the different campaign ideas. Discuss those that the children think would be most/least popular with the school community.



Olympics: Everyone's A Winner?

Personal Goals

- Communication
- Cooperation
- Enquiry
- Morality
- Resilience
- Respect
- Thoughtfulness

Physical Education Learning Goals

Children will:

3.01 Know that the study of physical education is concerned with healthy lifestyles and performing a range of movement activities

3.02 Know the principal rules of established sporting and athletic activities

3.04 Be able to perform with control, coordination, precision and consistency

3.07 Be able to use tactics to improve their own performance and that of a team

3.08 Be able to identify the features of a good performance

3.09 Be able to evaluate their own performance



3.10 Be able to refine and improve their performance based on their understanding of what is needed

3.11 Be able to apply the rules and conventions of a range of sports and activities

3.17 Understand the importance of safety procedures

Physical Education Task 1

Learning Goals

3.01 Know that the study of physical education is concerned with healthy lifestyles and performing a range of movement activities

3.04 Be able to perform with control, coordination, precision and consistency

3.08 Be able to identify the features of a good performance

3.09 Be able to evaluate their own performance



3.10 Be able to refine and improve their performance based on their understanding of what is needed



Research activity

Ask the children to describe what they think an athlete's training regime might be like. What types of exercise might they do – and what would they be looking to improve?

Explain that circuit training is a common way of exercising to help build these key areas:

- Strength
- Speed
- Endurance
- Flexibility
- Technique
- Control
- Balance

Take each area in turn and think of examples of exercise that will help improve that area. For example, weight-lifting and push-ups would help build strength, stretching exercises would help build flexibility, dribbling around cones or throwing a bean bag into a hoop would improve both control and technique, sprinting would help improve speed, shuttle runs for endurance, and so on.

Work with the children to set up your own circuit to develop and improve the key areas of athletic fitness. Consider ways that the children can monitor and assess progress. For example, they could complete the circuits in pairs or in their Olympic teams, with one child recording times or counting the number of actions. Decide how long each exercise should last – then trial the circuit you have developed together.

Note: Always remember to stress the importance of a warm up activity before any prolonged exercise or sport. This will warm up the muscles, raise the heart rate, and make our bodies ready for exercise. You can achieve these with some gentle stretching exercises, followed by a simple 5 minute game. For example, label the four walls of the hall with colours. Children jog slowly around the hall until you call a colour. Then, children must run and touch the appropriate wall as quickly as they can. As you progress, call out two colours, then three colours, which the children must touch in turn, and so on.

Similarly, always end a session with a 5 minute cool down activity. One example, is to play slow music and ask the children to move around the hall in time with the music. Then ask them to remain stationary, and stretch and move their limbs to the music, before sitting down and listening to the music with eyes closed.



Recording activity

Develop your own success criteria or adapt the examples given in the IPC Assessment for Learning rubrics. Children will then be able to assess themselves and each other based on this criteria, give feedback and then set their next goal.

By recording their best times and/or achievements (e.g. number of sit-ups in one minute), children can easily identify any improvements. Similarly, children may recognise areas that they need more practice in and can then focus on strengthening those areas. This may also involve introducing new exercises and games to offer further practice.

If you wish, you could also set up a 'Record Breakers' display in the classroom where the best achievements and progress made are recorded for each team. Children can then strive to match or beat the records.

Personal Goals

- Communication
- Cooperation
- Resilience
- Thoughtfulness

Physical Education Task 2

Learning Goals

3.01 Know that the study of physical education is concerned with healthy lifestyles and performing a range of movement activities

3.02 Know the principal rules of established sporting and athletic activities

3.04 Be able to perform with control, coordination, precision and consistency

3.07 Be able to use tactics to improve their own performance and that of a team

3.08 Be able to identify the features of a good performance

3.09 Be able to evaluate their own performance



3.10 Be able to refine and improve their performance based on their understanding of what is needed

3.11 Be able to apply the rules and conventions of a range of sports and activities

3.17 Understand the importance of safety procedures



Research activity

Identify the sports that will be taking place during your school Olympics. As a class, discuss each in turn, and work together to explore the following:

- The rules of each game/activity – what would competing athletes need to know?
- The techniques and skills to compete in that activity – what can an athlete do to improve their performance?

Set up a circuit whereby children can experience and practise the different events. Spend time talking through each event and any techniques that are appropriate for the sport. For example, for the long jump, you could explore approach and take-off techniques.

The following website has some excellent advice and resources for all athletic events:

teachpe.com/track_and_field/index.php

Teach PE website provides coaching advice and information for all sports, including track and field athletics. Some pages also include instructional videos.

Children should also be aware of the rules of the event – how it is scored or measured, number of attempts that are allowed, what might cause a fault and so on – as well as any safety procedures they may need to observe.

This learning means that children can act as judges/referees as well as mentors, as they move around the circuit of activities.



Recording activity

As with the previous task, self and peer assessment are important in helping the children to improve – and again, you may wish to develop success criteria for each event. If time allows, children should have opportunity to practise events multiple times so that they can observe improvement in themselves and others. Also try and photograph the practise sessions – as children may wish to use these images as part of their nal collage display (see International Task 1).

Back in the classroom, children can design their own 'activity card' or booklet for an event, which can be used by a judge or referee on the day of your Olympics, to provide advice and important information to help them monitor the event.

Children will need to think about what information is important for their event and how they will communicate this through words and pictures. Sections of the card might include:

- How to set up
- How to play
- How to score
- Safety procedures, etc.

Children can then evaluate the cards as a whole class, and choose the best examples for each event to be laminated and used on the day of the Olympics as an aide for those organising and judging the events.

It may be possible for children to take on these roles during your school Olympics. Alternatively, if time allows, they could be use their cards to help mentor younger children in the school as they practise in the run-up to your Olympics.

Personal Goals

- Communication
- Cooperation
- Enquiry
- Resilience
- Thoughtfulness

Physical Education Extension Task

Learning Goals

3.08 Be able to identify the features of a good performance

3.09 Be able to evaluate their own performance



3.10 Be able to refine and improve their performance based on their understanding of what is needed



Extension activity

Encourage the children to look into trying a new sport or adventurous outdoor activity – or joining a club to help practise and improve their existing skills. Some of the children may have enjoyed the sport/activity from the entry point and wish to pursue it further, or discovered an individual or team sport they enjoy via your school Olympics. Look into the clubs and activities that are available in your local area to help the children with ideas and contacts. It may be possible to organize a new after-school club if there are enough children who are interested in trying out a sport or improving their skills.

Children could keep a journal of their sports and activities, which can be shared with other children in the class. Encourage the children to support one another in their pursuits. It may even be possible for class members to mentor and teach others what they have learned as a means of sharing their knowledge and enthusiasm for sport.

ICT link: you could use a collaborative website such as Google Docs (docs.google.com), VoiceThread (voicethread.com) or Concept Share (conceptshare.com) to allow children to share and comment on each other's sport journals.

Personal Goals

- Communication
- Enquiry
- Resilience
- Thoughtfulness

International Learning Goals

Children will:

3.03 Know about ways in which the lives of people in the countries they have studied affect each other

3.04 Know about similarities and differences between the lives of people in different countries



3.05 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups



3.06 Be able to identify ways in which people work together for mutual benefit

3.07 Understand that there is value both in the similarities and the differences between different countries

International Task

Learning Goals

3.03 Know about ways in which the lives of people in the countries they have studied affect each other

3.04 Know about similarities and differences between the lives of people in different countries



3.05 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups



3.06 Be able to identify ways in which people work together for mutual benefit

3.07 Understand that there is value both in the similarities and the differences between different countries



Research activity

Display the Olympic mottos from the knowledge harvest, along with the children's pros and cons lists for the Olympic Games. Based on their learning, do the children feel that the mottos still accurately reflect the spirit of the games? Explore the children's ideas. Prompt them to think about the international aspect of the games, and how sport brings people from many different cultures, backgrounds and abilities together.

Display an image of the Olympic Rings. Ask the children if they know what they represent? (Each ring is one of the five continents of the world; the colours represent a colour from all the flags in the world.) Why do they think this image was chosen for the Olympics? What is the message?



Recording activity

Individually or in pairs, ask the children to make a collection of images and words that explore the themes of the Olympics that they have explored over the course of this unit. These may be positive and/or negative images, depending on how the children have responded to some of the themes.

Children should create their own Olympic Games collage, by cutting and pasting their images and chosen words onto a large sheet of card. Images could be cropped and arranged in imaginative ways to create a striking symbol – such as the torch, the dancing figures of the Rio logo or the Olympic Rings. Similarly, the words and phrases could reflect the children's feelings related to the images – celebrating the spirit and dedication of athletes, the anger and frustration over the treatment of the favelas, their own accomplishments, their highs and lows of practise and training – and so on.

When complete, children can give their piece its own 'motto' which they believe best reflects their overall response to the Olympic Games.

Each child/pair should end up with a vivid and thought-provoking piece that captures the international and personal aspects of the Olympics. Children can then present their collages at the end of the session and discuss their inspiration and ideas.

ICT link: if you wish, children could assemble their collages on computer by importing images into an art package, then cropping, resizing and arranging on screen. Most art packages will also feature a range of effects that can applied to an image to change it – from colours and hues, to distortion effects. They could also experiment with the text and word art tools to present their words and phrases in visually interesting ways. Use of layers means that images and text can also be placed on top of each other, creating a 3D effect. This will also the encourage children to consider how new images can be constructed from multiple components and given different meaning.

Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Morality
- Thoughtfulness

International Extension Task

Learning Goals

3.03 Know about ways in which the lives of people in the countries they have studied affect each other

3.04 Know about similarities and differences between the lives of people in different countries



3.06 Be able to identify ways in which people work together for mutual benefit

3.07 Understand that there is value both in the similarities and the differences between different countries



Extension activity

The Olympics is a global event and celebration – and offers the perfect opportunity to collaborate with IPC schools around the world.

By visiting the IPC Members' Lounge, you can link up with other schools that are teaching this unit, allowing you to share your children's work and ideas, and provide them with an opportunity to collaborate with other children around the world.

Social and online media makes it easier than ever to share work. As well as email, you can use video-conferencing/Skype, your school's own website and online presentation tools such as Prezi (prezi.com).

Some examples of work that could be shared/commented on:

- Brazil maps and models
- Favela debates
- Olympic emblems
- Carnival masks and costumes
- Music performance and recordings
- Training videos and photographs
- Sports event activity cards
- Olympic Games collages
- Opening ceremony/sports day



Olympics: Everyone's A Winner?

Personal Goals

- Communication
- Cooperation

The Exit Point

Celebrate the children's learning by participating in a grand opening ceremony for your school Olympics! If the whole school has been involved in Olympic-themed activities, then this is a great opportunity to bring everyone together to celebrate and to share what they have been learning. You could also invite parents and other members of the local community to your opening ceremony.

While the organisation of this event might be largely decided by the time and resources that you have available, try and include the children in the planning and the preparation as much as possible. Revisit the learning that has taken place over the course of the unit and the work that has been produced. Consider how these might be shared with the rest of the school community.

Some examples might include:

- Welcome to Brazil – children can display their maps and models, and give visitors a tour of the country
- Unveiling the official logo – children can display the different logos that were designed and talk about the process, before revealing the winning design
- Carnival parade – the children can show off their spectacular masks and costumes, as they dance along to some Brazilian samba music
- Olympics gallery – display the children's thought-provoking collages that communicate their learning throughout the unit

The finale of your opening ceremony could be the whole school coming together to sing the Voices Around the World song, '*Lighting Up The Flame*'. If you have been videoing the practice and recording sessions, then you could play these before or afterwards, to show the children's learning journey.

With the opening ceremony complete, your school Olympics can finally begin! Enjoy and go for gold!

The IPC community would love to see examples of your learning, in any subject, at any stage in the learning process. If you have any pictures or stories you would like to share please visit our Facebook page at www.facebook.com/InternationalPrimaryCurriculum, tweet [@The_IPC](https://twitter.com/The_IPC) or email stories@greatlearning.com.

Resources

For this unit, you will need some, but not necessarily all, of the following:



Equipment

- Computers with internet access
- Atlases and globes
- Books, posters, DVDs and other resources related to Brazil, the Olympics and Rio de Janeiro
- Images of Brazil and Rio de Janeiro
- Art and collage materials
- Interactive whiteboard or overhead projector
- Headphones
- Music and sound files from the Voices Around The World website
- Video camera/digital camera (optional)
- Collaborative website tools such as Google Docs (docs.google.com), VoiceThread (voicethread.com) or Concept Share (conceptshare.com) - (optional)
- Music program, such as Apple Garageband (apple.com/ilife/garageband) or FlexiMusic Kids Composer (fleximusic.com)



Links

<http://www.foxnews.com/tech/2012/07/25/olympian-technology-helps-athletes-go-higher-faster-stronger/>

A Fox News article explores some of the technology that has helped athletes improve their performance.

<http://www.bbc.co.uk/education/clips/zxhyr82>

BBC Bitesize features a short video showing the design process of making a Rio Carnival costume.

<http://www.brandsoftheworld.com/logos>

Brands of the World features hundreds of freely downloadable logos representing major international brands.

<http://www.brazil.org.uk/resources/documents/bs-primary08.pdf>

Brazil.org provides a helpful PDF document explaining the history of the Brazilian carnival, accompanied by photographs.

<http://www.businessinsider.com/10-athletes-who-make-the-most-money-in->

endorsements-2014-4?IR=T

Business Insider features an article on the sporting athletes who make the most money from sponsorship and endorsements. (Useful for your own background information.)

<http://www.creativereview.co.uk/cr-blog/2011/january/rio-2016-logo-longer-look>

Creative Review asks the designers of the logo to explain its design, meaning and choice of colours

<http://www.theguardian.com/sport/2015/nov/09/london-2012-sabotaged-russia-wada-doping-report>

Guardian news article about the World Anti Doping Agency's report about Russia's state sponsored doping programme that sabotaged the London 2012 Olympics.

<http://inspirationfeed.com/inspiration/logo-inspiration/from-1896-to-present-olympic-logo-designs-analyzed/>

Inspiration Feed features images and commentary on all of the Olympic logo designs.

http://www.teachpe.com/track_and_field/index.php

Teach PE website provides coaching advice and information for all sports, including track and field athletics. Some pages also include instructional videos.

<http://www.advocate.com/sports/2014/01/27/long-history-olympic-boycotts-protests-and-demonstrations>

The Advocate news website has an article on the Olympic boycotts and protests, with images. (Note: this site does feature advertising.)

<http://www.bbc.co.uk/education/clips/zhm9jxs>

The BBC Bitesize website features an interview with wheelchair basketball player, Ade Adepitan, who talks about his determination to overcome his disability and succeed.

<http://www.bbc.co.uk/education/topics/zg4mhyc>

The BBC Education website features three videos in which athletes talk about what it takes to be a world-class champion.

<http://www.bbc.co.uk/learningzone/clips/an-exploration-of-pitch/8609.html>

The BBC Learning Zone features a music video of 'What shall we do with a drunken sailor?'- exploring high and low pitch.

<http://www.bbc.co.uk/news/world-latin-america-30766026>

The BBC News website has a video reporting on the Rio development and its plans for the future.

<http://www.oddizzi.com>

The Oddizzi website allows children to explore different continents and countries around the world. Each country's section offers a child-friendly selection of photographs and facts, with hyperlinks to other supporting pages. IPC member schools can enjoy a free 30 day trial of the site. To claim your free trial please email IPCtrial@oddizzi.com. Upon application a member of the Oddizzi team will provide you with log in details for your school and students.

<http://www.rio2016.com/en/athletes>

The official Rio 2016 website features athlete profiles and interviews.

<http://www.rio2016.com/en/more-information/games-design/olympic-emblem>

The official Rio 2016 website has an image of the official logo and an explanation of its design

<http://tinyurl.com/nvwmpyb>

The Telegraph website features an extensive photo gallery of images, highlighting the stunning costumes from the Rio Carnival. (Note: always check and approve images before viewing with your children.)

https://en.wikipedia.org/wiki/Olympic_Games_scandals_and_controversies

Wikipedia provides an overview of the Olympic scandals and controversies throughout history.

<http://www.bbc.co.uk/learning/schoolradio/subjects/music/clipslibrary>

www.bbc.co.uk/learning/schoolradio/subjects/music/clipslibrary The BBC Learning website provides a selection of short music clips designed to support children's understanding of pitch, rhythm, dynamics and timbre.

http://www.youtube.com/watch?v=_qAngsMJD3I

YouTube features an animated pirate song based on the popular children's picture book 'Port Side Pirates'

<http://www.youtube.com/watch?v=9IejHKpfHso>

YouTube hosts a simple one-minute instructional video to help you find your vocal range.

<http://www.youtube.com/watch?v=rZ26DMkMFks>

YouTube hosts the official video for the 'We Are the World'- charity song, recorded to raise funds for famine relief in Africa. The song was written by Michael Jackson and Lionel Richie and features contributions from over forty famous musicians.

<http://www.youtube.com/watch?v=F4RzaT54A-I>

YouTube hosts this short amateur video which looks at the Stratford site before the London Olympics regeneration project.

<http://www.youtube.com/watch?v=1mvKhUUcLB0>

YouTube hosts this simple Kidzone sing-along pirate song: 'A Pirate Ship Sailed on the Alley-Alley-O'.

<http://www.youtube.com/watch?v=KEExLL8ENTxs>

YouTube hosts this video by Why Poverty? which explores 'a day in the life'- of a Brazilian teenager living in a favela.

<http://www.youtube.com/watch?v=du6RbbNZUbl>

YouTube hosts this video looking at the success of the Stratford regeneration after the London Olympics.

<http://www.youtube.com/watch?v=SchjH2m94n4>

YouTube hosts this video which promotes the London 2012 Olympics theme of regeneration and legacy.

http://www.youtube.com/watch?v=mS_PjwaqZYE

YouTube video offering a glimpse into the everyday life of a Brazilian favela.



International Primary Curriculum

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